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Editorial

Right Attitude Toward Conduct

IN ADDITION to the several articles bearing upon character education which appear in the following pages, the attention of our readers is directed to a stimulating and somewhat unusual treatment of the subject to be found in Henry W. Morrison's recent book, *The Practice of Teaching in the Secondary School*. Because of its title, this volume may be overlooked by those engaged in elementary school teaching. Professor Morrison designates the period of secondary education as that during which the individual is "capable of study, but incapable of systematic intellectual growth except under the constant tutorial presence of the teacher." During the primary period the child is acquiring the tools of study—the three R's—and is "becoming socially adapted to group existence under school conditions." When these things have been achieved, about the end of the third grade, he is ready for the secondary school.

Throughout this volume, concerned chiefly with secondary education as thus interpreted, there is much material which should have meaning and value for the teacher in the kindergarten-primary field.

In Chapter XXI, the author deals with the problem of developing right attitude toward conduct as one involving the "appreciation" type of learning as do literature, music, and the pictorial and plastic arts. Right attitude is emphasized as the essential element in true learning of this type because without it, right conduct is mere conformity to certain requirements and may persist only so long as external restraints function. The young child must, of course, be trained to conform to certain social-moral requirements, but the school should not be satisfied until he has, eventually, developed an understanding of what right conduct is and an appreciation of it—that is, a love of right and a hatred of wrong.

In seeking the elements of right attitudes, the author turns to the literature of social maladjustment where he finds certain characteristics of the maladjusted appearing with considerable frequency. He assumes that the corresponding positive adjustments are probably the most important to be achieved. These are such inclusive attitudes as the sense of fair play, fidelity to promises, obedience to constituted authority, cooperation, etc.

Like other examples of the appreciation type of learning, there is no "determinate technic" to be employed. However, the author offers certain suggestions concerning materials which contribute to the development of appreciation of moral values. Among these are that literature which presents high ideals of conduct and the moral achievements of the race; the life history of great and noble characters; the personality and character of the teaching force which determines the tone of the school; and the understanding of what right conduct is. It is evident that the child may be exposed to some of these influences from the very beginning of his school life.

Alice Temple,

*Chairman of the Department of Kindergarten-
Primary Education, University of Chicago.*

Early Emotions and Early Reactions as Related to Mature Character¹

CHARLES H. JUDD

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MENTAL growth," it is said by one of the leading students of the preschool age, "is most rapid in the years preceding school." This authority enlarges upon his statement by pointing out that the preferences which people have for colors are usually determined by some chance association of early childhood. Likes and dislikes for animals, he tells us, are traceable to the first encounter of the little child with the animals in question.

There can be no doubt that such statements as these are quite in line with the teachings of the psychiatrists. These experts on nervous and mental diseases tell us that the roots of many, if not most, of the *mental disorders which come to unhappy fruition in adult life reach back into the experiences of early childhood*. The infant experiences a shock of some kind and long years afterwards the adult becomes thoroughly and disastrously disorganized as a consequence of the cumulative disturbances which gather around the nervous effects

produced by the original shock. There is a strong school of psychiatrists who believe that the best treatment that can be given to a disorganized individual is to bring back, if possible, to explicit consciousness the original experience which caused the shock. Starting at this initial point it is sometimes possible to repair the damage which long years have wrought and to restore the individual to a wholly rational attitude.

Such statements seem to be difficult to reconcile with the ordinary view that the development of character and of mental life in general is dependent on the slow process of education. If one's mental equilibrium depends on the avoidance of shocks during the first two years of life, it is difficult to understand why we go to the tremendous labor of trying to build up character during the periods of elementary schooling and high school and college training.

There must be some way of reconciling whatever of truth there is in the enthusiastic statements made by the specialists on preschool education and by those who seek to develop character by means of the training given in later years. Let us make an effort to find out through the analysis of certain cases what is the

¹ The first three articles in this issue appeared on the *Character Education* program of the National Council of Kindergarten Supervisors and Training Teachers, Dallas, Texas, March first.

true explanation of the relation of infant emotions to mature character.

I observed some years ago a very good example of skilful management in a kindergarten of a situation which is well known to be full of possibilities of undesirable shock. I was visiting a kindergarten when a severe thunder-storm came up. The *thunder and lightening* threatened to break up the exercises. Not only so but the shock of the loud noises and the flashes of light was of the type which not uncommonly produces fear and even panic in sensitive individuals. The teacher gave the children no example of the fear which many adults exhibit under such circumstances. On the contrary she said to the children that it is easy to tell how far away the clouds are in which the lightening is produced. "If the clouds are near," she told them, "the thunder will come quickly. If the clouds are far away the thunder will come along very slowly far behind the lightening." So she and the children began to count every time it lightened and to note how many counts they could make before the thunder came. Instead of being afraid and shocked every time they heard the loud noise, the children were satisfied and gratified.

The teacher in this case had made use of sensory stimulation which had in it all the possibilities of an unfavorable effect on her pupils. She had saved the children from a reaction which would have been strong and undesirable by inducing them to be interested and pleasurably expectant.

Suppose this teacher had been afraid of the thunder and lightening and had cringed and grown pale every time a flash of light or a noise came. Suppose she had gone to the middle of the room

and in a frightened way had gathered the pupils around her. The example of fear would have been enough with the added stimulus of light and sound to have started in the pupils an attitude of fear. Psychology teaches us that an attitude has as its physiological condition a muscular response. When the clap of thunder produces a violent contraction in the inner muscles of the abdomen, this is the physiological condition of fear. If the first time one experiences thunder one responds with a fear attitude, the habit of being afraid is started. This habit, like all others, tends to become stronger through repetition. The second time one experiences violent thunder one will more readily respond with fear reactions. Gradually the habit becomes stronger and stronger and more and more a fixed and permanent mode of response.

There are a great many adults who exhibit fear of thunder and lightening in an extravagant form. Such persons will go so far as to describe their experiences by saying that they feel the electricity in the air—a statement which has no justification in fact. The people who in adult life are distressed by a thunder storm are people who made a bad start in early life. Their mothers ran to shut the windows or grew pale or climbed on a feather bed or stood on some other object which was supposed to give immunity or in some other way set the example of fear. Once the attitude of fear was established it accumulated and was strengthened by each new opportunity offered for its exhibition.

Perhaps the most significant fact which is to be noted in describing a case of accumulating fear is that there is in general nothing in the later experience of the individual to correct the emo-

tional attitude which he has acquired. Emotions are private affairs. One does not tell other people about them. Emotions tend to accumulate, therefore, without inhibition from without. It is strictly true that each one of us is carrying around in his inner life mature attitudes which began back in early life and have gone on accumulating throughout our years. We are fortunate that we are not the victims of violent disturbances which have overthrown the normal balance of our thinking and made us subject for treatment by the psychiatrists.

When we realize all the possibilities of an undesirable kind which issue from the first encounters of childhood with such a shock as a thunder storm supplies, we understand the great insight of the kindergarten teacher who cultivated in her pupils an attitude of eager expectation for each clap of thunder and for each new flash of lightning.

Let me take a second illustration. Most infants are accustomed to light clothes worn by those whom they encounter in the home, especially in their nurseries. The first time an infant sees a person, especially a woman, dressed entirely in *black*, the situation produces the kind of violent effect which always comes from strange objects. Strange objects cause a contraction of the muscles which are supplied the body for protective purposes. These muscles are those which are expressive of the attitude of fear. The child who has once been frightened by a person dressed in black will react unfavorably to that person and to that kind of apparel on the next and all subsequent occasions. Children do not like black things. Very few adults like black.

The fear of animals sometimes accumulates in a most irrational way. Children sometimes do not like *cats*. A cat comes silently into the room or breaks in on the child in a sudden rush. Whatever the special condition of first appearance, the child is made afraid either by the silent approach or by the violence of the first rush. From that first encounter on, the fear of cats accumulates. One of the ablest psychiatrists in this country has written on cat-fear as a frequently recurring form of nervous derangement.

I once collected from one of my friends a very striking case of fear of an animal. The particular aversion in this case was for *horses*. My friend realized that he was entirely out of agreement with people in general in this matter. He abhorred horses, he did not want to go near them. He grew to manhood conscious of the peculiar emotion and reticent about it because he knew it to be out of keeping with the ordinary attitude of the people with whom he associated. Finally, by accident he learned the cause of his aversion in an occurrence he himself had long since forgotten. An uncle told him that in his early childhood a horse had bitten him on the shoulder. The memory of the incident had disappeared from my friend's mind, but the attitude, the habit of reaction to horses had persisted and accumulated. This case shows how irrational attitudes may be, and how the attitudes of adult life are difficult to control through the ideas and ideals which one has in his thinking. One can not think oneself into a liking for horses if one's childhood attitude has been directed away from horses.

Thus far I have given examples which tend to justify the contentions of those

who would have us think of the earliest years as of major importance in determining attitudes. I wish to turn abruptly to the other side of the case. There are attitudes which can not be cultivated by the method that I have described. For example, we can not give children a full and adequate experience of property by exposing them once to a single concrete specimen of property and then leaving the initial attitude thus started to accumulate automatically. The experience of property is a very complex experience and the reactions which one has toward property are manifold and complex. We can start children on the route to selfish desire for the possession of everything they see, but this we know full well will not prepare them for later life. So we try to teach them thrift and generosity. We try to develop the right attitudes toward the possessions of others and toward the liberal use and conservation of one's own rights. The final adult attitude toward property is something like the childhood attitude of fear or liking in that it is strongly colored by personal emotion, but it is infinitely more complex and it is dependent on a long train of highly involved experiences.

The fine arts illustrate very well the point which I am trying to make. Little children enjoy colors and they certainly like to look at pictures which show characters in action, but the likes and dislikes of little children are crude and lacking in discrimination. Children do not ask for nicety in graphic reproductions of outlines or color shadings, they are not offended by lack of balance and symmetry. Long years of experience are necessary to bring childish tastes to the level of mature appreciation of art. The attitudes involved are complex.

Let us consider one more illustration of complex training which can not be left to the accidents of early one-time exposure to external impressions. All of those adjustments which we classify under the heading *social adaptations are habits of adjustment requiring a high degree of maturity*. The individual who graciously steps aside in deference to his neighbor is expressing an attitude which is an important part of his personality. The individual who is always prompt in meeting social engagements has a habit which the social group will certainly appreciate and commend; he has in his promptness a trait which is a highly important attitude. But *good manners and promptness* do not come in a day. They are complexes of habits. They mature through the counterbalancing of multitudes of individual contacts which under the wise guidance of experienced teachers have led the individual to respond in the most sensitive way to the needs and demands of social life.

The two groups of cases which I have described up to this point are worthy of very close attention on the part of educators. The first group illustrates the principle that impressions received in early childhood and translated into emotional reactions are of far reaching importance in determining the individual's later habits. I am disposed to venture the statement that it is difficult to exaggerate the influence of these early experiences. *Especially where early impressions are not contradicted by later experience do these early experiences set the trend of the whole life of the individual.*

This last point should be discussed somewhat fully to be understood. An early impression is often not contradicted because society is not aware of its importance. Fear of thunder is allowed

to continue and accumulate because we have had no adequate educational psychology and educational theory of the emotions and their training. On the other hand, the child's attitude in certain other matters is in agreement with general social experience and is therefore allowed to accumulate without interference. In general, society has learned that an attitude of aloofness toward strangers and toward animals is on the whole the safest attitude to assume. When children are afraid of strange sights and of all animals, we usually let them continue to cultivate the initial attitude. We are perhaps not altogether clear as to the best methods of directing the child's attitudes in these respects, we sometimes allow attitudes to become too strong or we allow them to follow false lines, but we do not oppose them.

The first set of examples, then, goes far toward justifying the enthusiasts who tell us that preschool impressions are of great importance.

I hope I can be equally emphatic in bringing to your attention the principle which issues from the second set of examples. Attitudes toward property and toward our fellowbeings in the social group mature slowly because there is required a certain breadth of contacts and a certain maturity which results from the interlacing of many experiences. It is just as fallacious to overlook the complex and mature attitudes as it is to overlook the first and earliest impressions and reactions.

Furthermore, human nature is never wholly fixed. *There is hope for the worst of us.* The person who has a fear of thunder may under proper discipline overcome even that deepseated attitude. There is a possibility of revealing to a functionally disturbed mind the irra-

tionality of its fear of cats or other dreaded objects. The training of a perverted habit is a double task. First, must be a successful attack on the accumulated attitude and, second, there must be a reconstruction of the individual's mode of response to the situation. Such a double task, however, has been successfully performed again and again.

My paper is an effort to combat the contentions of some recent writers who would have us believe that the major part of education takes place in the earliest years. The second set of cases which I described can not be contradicted or overlooked any more than can the first. The very fact that the period of human educability is long is a direct biological answer to those who tell us that personality is determined in the first two years. Personality is not formed in the first two years, nor yet in the first ten. Personality expands and becomes increasingly discriminating in its reactions during all of the years of the child's gradual maturing.

The failure on the part of those who deal with the maturer years to recognize the importance of infant attitudes and the failure on the part of those who deal with preschool education to properly evaluate the training given after six years of age are both examples of what we call in other connections, mistakes in grade placement. No one denies that learning to add is desirable and that learning to divide is desirable. No one would think of arguing in arithmetic that because addition is important it should therefore appear in the first grade. The importance of addition and division is a matter quite apart from their grade placement. *When we hear preschool people putting character and*

human mental pathology all back into the infant years, we should invite them to a conference on grade placement. They are right in calling attention to infant habits and attitudes. They are wrong in forgetting the adjustments of mature life.

There is another positive principle which I should like to contribute to the discussion. Whether we think of the earliest years of childhood with their first attitudes or of the later years with their more elaborate reactions and attitudes, we find that the analyses of the school's duty are usually very superficial. Teachers have very often been content to think of the school as a place where only reading and arithmetic and other subject matters are taught. The lesson that we are learning from the study of human nature is that the subjects taught in school and the methods which we employ in teaching them are of profound influence in ways that we can not catalogue under the heading subject matter. Some children learn to read in a way which makes them eager for books. Other pupils master the formal art of reading to a certain degree, but their attitude toward it is one of recoil and rebellion. Attitude is quite as important as subject matter.

Furthermore, there are many forms of explicit school training which refuse to fit under the heading subject matter at all. The school tells pupils that they must be on time for the opening of school. Promptness is a social virtue which society is insistent shall be cultivated by every individual. Yet promptness is not mentioned in the curriculum. It will not fit under the heading longitude and time nor even under that section of arithmetic which tells how to subtract half past nine from twelve o'clock. Promptness is a habit of

reaction. It is paralleled by an emotion of impatience when other people are late and by an emotion of excitement and regret when one is late oneself. It would be interesting to find out how much energy is expended in school and out of school in making people prompt. One fact is quite certain, promptness is one of the virtues which does not belong to infancy. It is a virtue which does not exhibit itself to any great extent in the first grade. It is a virtue which the kindergarten aims to cultivate, which is in process of perfection in college and in industrial and commercial life. Promptness is a part of character. Its grade placement covers a number of epochs in the child's life.

When we learn this lesson that *attitudes are of cardinal importance* and that *every section of the school is engaged in cultivating attitudes*, we shall have the solution of the problem which has come into educational literature through the writings of the preschool enthusiasts.

We shall have a solution also of many of the problems of school discipline. No one can read the writings which deal with mental pathology without taking a wholly new attitude toward school discipline. Here is a boy who has suffered some kind of defeat. It may be in the upper grades and the case may be one of defeat in an athletic contest. It may be in the kindergarten when a child has failed to secure a plaything or when he is roused to jealousy because some one produces a better picture than he can draw. Both defeated pupils will exhibit the common characteristic of defeated human nature. Defeat means the throwing back into the nervous system of the act or of a stimulation which arouses intense excitement. When one tries to attain a certain end

and does not succeed, one is in an internal state of intense excitement. What will happen under such conditions? It is almost inevitable that there will be an outbreak of the excitement in some direction. Some violent form of self-assertion usually follows defeat. It is what the mental pathologists call compensatory reaction.

The business of education is to curb compensatory reactions. We call the result of proper education, self-control. Self-control means in this case the domination of an attitude which is natural in all human beings by an attitude which is of higher order and can be attained only through much experience.

Here again we have a very striking example of the necessity of understanding the meaning of primitive attitudes and of mature attitudes.

What I have tried to say can be summed up in six statements.

First, students of infant attitudes have rendered a great service to education by pointing out the importance of early experiences and their influence in determining initial trends in mental life.

Second, it can be shown that the contributions of early experience to mature life are largest in those connections in which primitive reactions encounter no corrective influences.

Third, the principle that impressions issue in significant reactions for periods of life during which the pupil is in school as well as for preschool periods.

Fourth, many of the most significant attitudes which the individual must cultivate if he is to be fully adjusted to his social environment can be attained only through training which is given in the later periods of school life.

Fifth, the foregoing conclusions open the way for a clearer recognition of certain aspects of education which do not classify under the heading "school subjects" but are among the most important items in the curriculum.

Sixth, the highest form of reaction to a situation is one which is not of the primitive direct type at all, but is of the indirect type called self-control. Such higher reactions belong to mature experience.

He felt the benign tonic medicament of the trained nurse, Spring, tripping softly around the wards of the convalescent city.

—O. Henry.

First Steps in Character Education

PATTY SMITH HILL

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FOR many centuries we have had theoretical statements asserting our faith in character as the main objective in education, but it is only comparatively recently that we have known enough about character, and the scientific conditions for its development to make an honored place for it in our curricula. Today it is creeping into curricula under new captions, many of which are only new names for different approaches to the old problem of character training. In the courses of study in one city it may appear under the heading of citizenship, or conduct curricula; in another it is called the socialized recitation, or the social organization of the school.

The encouraging aspect in all these new approaches to our old problem is that they one and all recognize more or less consciously, the neurological basis of character training—its relation to habits and altered behavior or conduct. We are not depending upon moral knowledge to the extent that we did in the past. We are providing experiences through which children can see the relation of the principle involved to their behavior to their own and the social well-being of the group, with ample opportunities for acting intelligently and voluntarily upon the moral issue. We are gradually realizing that an improved

character means an altered nervous system with new coordinations growing out of enlightened action. We are outgrowing our mystical belief in the power of knowledge and instruction as such, to modify character. We are beginning to realize that the truth to be taught must be transformed into action, conduct, or behavior if the moral issue involved is to become flesh of our flesh and bone of our bone and fixed in character.

If it be true that ideals must be acted upon to transform character, the social life in our schools must be organized accordingly. It must offer conditions for social living, so that social habits are stimulated by opportunities for children to learn from and help each other. The organization of our schools has been such that it was next to impossible for children to learn social cooperation, or the interdependence of human life.

WHAT ENTERS INTO CHARACTER EDUCATION?

One psychologist has defined character as the sum total of our habits and tendencies. If he means to imply that tendencies are inborn, and habits due to training, we have only different terms for the old problem of "nature vs. nurture," or what Dr. Mark Baldwin

used to point out as the distinction between physical heredity and "social heredity," or environment. Does nature modify nurture as well as the reverse? Do inborn individual differences make us respond in our own peculiar way to the same stimuli and environment offered others as well as ourselves?

There seem to be three fundamental influences which enter into character education: First, what we *are* by nature, by physical heredity with its inborn abilities and disabilities. This is the theme of eugenics with its search for ways and means of improving human stock. Second, what we *become* through environmental influences exerted upon us by others, or as provided by others. Here we enter into the problem of eugenics, the modification of our original nature through the influences of experience and training. The first may be traced to our ancestors immediate and remote; the second largely to the responsibilities of parents and teachers. Third, one might add what we determine to do with ourselves when we reach the age of moral consciousness and moral responsibility. The last may be only a combination of the first and second, but it is interesting to see modifications of character when the self determines to struggle against the domination of heredity and early environment. Here the self takes the self in hand, attempting to rise superior to ancestors, or the neglect of parents or teachers in early education.

This third element in character training occasionally shows itself even in the preschool period, if we can arouse in the child a sense of responsibility for his own bad habits; but the first and second are daily problems to be met with intelli-

gence and skill by all who guard and guide human life at this period. Dr. McComas, Professor of Psychology at Princeton University, voices this thought thus: "We must not think that our entire life is but a by-product of physical structures. Education plays an enormous part. One's emotional nature, as well as one's intellectual abilities, is susceptible of education."

WHEN DOES CHARACTER BEGIN?

Oliver Wendell Holmes answered this question in terms of ancestral heredity. He said that education began with our great-grandfathers, and some would say that this was rather a conservative estimate of the influences of ancestral traits entering into our physical heredity. A very modern, up-to-date mother asked a noted psychologist when she should begin the education of her child. When he inquired the age of her year old son he said, "Madam, you should have begun a year ago; you have lost a most valuable year."

Fortunately for us character is in process of formation from birth to death. Present day research is revealing the fact that character is undergoing changes and modifications for better or worse on ALL age levels, so while there is life there is hope. Professor Thorndike's studies of adult ability to learn are most illuminating with regard to the possibilities for growth in later life, but no one questions the great possibilities during infancy, childhood, and youth for change, modification, and improvement. The comparative opportunities for learning offered by the different age levels was evident in the experiments of Dr. John Watson with young, middle aged, and elderly white mice. The results of these experiments

are encouraging even to the aged, but they pointed significantly to early life as the golden age for rapidity and ease in adapting past experience in meeting new situations.

HOW PERMANENT IS EARLY TRAINING?

There are great differences of opinion among psychologists regarding the permanence of early experiences, and their tendency to condition or limit later attempts to modify character in adult life.

Psycho-analysts, psychiatrists, and mental hygienists may tend to exaggerate the sensitivity of these early years to impressions, and to the effects of these experiences in influencing all later thought, feeling, and behavior. While we grant that this group of thinkers may tend to emphasize the permanency and conditioning power of these early influences too greatly, all who work with the human being in these early periods are convinced of the importance of the preschool period: first, as a period of rapid development; second, as a period of tremendous learning and achievement; third, as a period influencing greatly all later acquisitions. At present we cannot afford to be dogmatic regarding our convictions along these lines, as we have little scientific proof to back up such beliefs. While daily experience with very young children tends to strengthen our convictions, in these enlightened days, none but a fanatic could go so far as to say "Give me the child until he is seven and I care not who has him afterward." On the contrary we are deeply concerned as to who has him afterwards, and rightly so, as experience proves that the child can be modified for better or worse in all succeeding periods. Some of our

ablest and most scientific investigators of early child-life are convinced of the validity of the conditioning power of these early years. Dr. Arnold Gesell tells us, "The years of preschool childhood are forgotten, but they never completely depart: they are registered in the submerged portions of the mental life which they help to create, and there they continue to dispose and pre-dispose the latter-day individual." Dr. John Watson considers the pre-kindergarten years even more important in determining disposition, personality, and character. Both of these advocate pre-kindergarten schools or nursery schools when scientifically conducted.

A social worker of wide experience remarked that the nursery school was the only educational or philanthropic movement he had ever seen which was "on time." Most are "behind time," that is, too late to capture the most formative years of life.

BEGINNINGS OF HABIT AND CHARACTER IN EARLY LIFE

The beginnings of character are sometimes difficult to discover. For example, there is a close relation between good health and character in infancy. It is a well-known saying—"A well baby is a good baby." Regularity of regime has its influence, especially in such matters as sleep, food, open air, physical cleanliness, and habits of elimination.

Emotional habits are of tremendous importance in mental health and character. A very young infant learns early whether it is worth while to cry or not. Young children are very economical of their efforts, and seldom waste time on the perpetual experiments they resort to in finding the surest and

shortest cut to getting what they want. If fighting brings success the victor develops not only a belligerent personality but a deeply laid faith that "might makes right."

Again, a few successful maneuvers in the art of wheedling or whining establish traits of character difficult to uproot later. Little girls especially, are allowed to continue the art of weeping, a tyranny which develops rapidly and carries over into married life with great success in managing husbands. If tantrums fail, sniffing silently may succeed and the age-old feminine tyranny of tears is more to be dreaded than any army of gattling guns, or a fleet of dreadnaughts.

Fear is so effective in manipulating the weak and helpless and is so easily mastered by even a moron adult guide, that it has been, and still is, *the* most popular method for gaining control over immature creatures. It leads to prompt and effectual conformity, but leaves in its wake evils which rot the moral fibre of honor and truthfulness. Self protection from the anticipated threat and punishment leads almost inevitably to deception, truculence, suspicion, or timidity. Timidity in turn robs the child of confidence in himself and sets up habits of self-depreciation which makes it impossible to meet difficulties with morale. What powers we have are so crippled by self-depreciation that maximum accomplishment is impossible. While the ego-centric child is more annoying to those around, self-depreciation is more deadening to achievement and progress.

The child who by nature, neglect, or training develops the habit of silence and inability to express himself, needs careful guidance. It is exceedingly diffi-

cult for this type of child to get his thought or his personality across the footlights.

Another characteristic which gets a vigorous start in early life, is the habit of perpetual grievance or complaint. Somebody else is always to blame for all failures or difficulties. If weak and unwise adults lend a sympathetic ear to complaints and grievances, adjusting difficulties which the child should master himself, dire results follow all through life.

All these and many other difficulties of adjustment begin early in life and may be easily and effectively met and settled before they get too firm a hold on the individual; but if allowed to gain strength through our ignorance, our neglect and weakness, we have a maladjusted personality headed for individual and social disaster. We who have the care of children when these characteristics are developing in an environment which we ourselves make or are partly responsible for, largely hold his fate in our hands. It is a grave responsibility, and yet society views it lightly.

The necessary subjection of infants to adult authority stimulates great shrewdness and subtlety in learning how to get out of us what they need or desire. It is in these imperceptible small ways that character is developing—day in and day out. It is all so potent, and yet so unobserved until we suddenly awaken to the fact that we have a disturbing personality in our midst dominating or vacillating—a courageous, open-and-above-board individual or a ward politician who secures his own end by most skilful wire-pulling proclivities. When did the difficulty start? In infancy, when someone was either ignorant

or stupid, weak or neglectful, blind or indifferent to the beginnings of character.

Character is in the making every hour of the day, day in and day out, and in such small things that we who are at the helm in these preschool years do not realize that the stimuli we set up and the responses which the young child makes are slowly but surely forming habits which in turn harden into character.

Dr. Frank Freeman of the University of Chicago in a presentation of the problem of "The Limitations upon Education Set by Individual Abilities" puts it this way: "Whether the child is steady and calm, or an absorbed and tireless worker, whether he is flighty and excitable, scatter-brained and easily fatigued, is very largely governed by the treatment which he receives beginning with his very early existence."

CONCLUSIONS

If all this accumulation of data now being gathered by scientifically trained research experts in the preschool field is trustworthy, a few well-defined conclusions are inevitable—namely:

1. We cannot afford to continue to neglect the preschool years either in the home or in the school. This so-called and wrongly-named preschool period must be protected and developed. At present only two out of the six preschool years have the protection of guides who have had special training for their profession—namely, the kindergarten period from the fourth to the sixth year. We have made a start in the right direction in the nursery school movement for children two to four, under teachers trained for this field. This still leaves the first two years in

the hands of mothers and nurses rarely offered training such as is now offered to nursery school and kindergarten teachers.

2. Scientific research in the field of child welfare as well as in education point to the need of curricula of a new order in normal schools and teachers colleges for the training of nursery school, kindergarten, and primary teachers. These new curricula must include much now provided in teacher-training institutions, more absorbed in scientific methods of teaching the three R's than in child welfare. A goodly part of this new normal school curriculum will require the direction of pediatricians, trained nurses, psychologists, psychiatrists, nutritionists, dentists, and posture experts, with clinics for laboratories.

3. School administrators who also have some training in child welfare, that they may cooperate with teachers by providing rooms and equipment and more medical, psychological, psychiatric, and nutritional assistance, all of which is required in putting this new program of child welfare into effect in the education of children from two to eight years of age.

4. Liberal arts colleges and high schools which will offer curricula including preparation for maternity with day nurseries, nursery schools, etc. as laboratories for observation, participation, and practice.

Wanted: parents of a new order, teachers of a new order, school administrators of a new order, school curricula of a new order, school rooms and equipment of a new order, that little children may have the right start in character education.

Active Youth

FLORENCE EILAU BAMBERGER

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WHEN we approach the subject of bringing up a child, we need as the very first step to examine our own minds and see whether we have a clear idea of what kind of a child we wish to produce as the result of this bringing up. Parents often speak of the "mistakes" in their own bringing up. What can properly be called a mistake in bringing up? Failure in the life of a human being has to be defined in terms of the group of which he is a part. We certainly want a child to be healthy, to develop resourcefulness and independence. We want it to be unafraid of life, to learn to think and to think freely and we wish to cherish and develop every valuable trait in its individuality rather than to put it through some sort of a schooling-machine which will turn it out exactly like all its fellows.

To summarize then what we desire of the child is briefly this:

1. A sound, physical foundation based upon scientific knowledge as reflected through the physician, dietitian, and the athletic instructor. These should be called upon to the fullest extent possible.
2. For the mind, we want activity, elasticity, curiosity, imagination, construction, fearlessness, control, and the like.
3. For the spiritual quality, we want the essence of the *Golden Rule* which will embrace kindness, gentleness, percep-

tion for the feelings of others, willingness to serve and to cooperate.

Through these processes this goal—"discipline"—"mind-tempering" may be attained. The first year is important because attitudes and behavior are established which may color all subsequent actions and attitudes. If we look the matter squarely in the face, we must realize the child at birth is an instinctively governed, primal savage. It has no morals, no manners, and no concern for the wishes or feelings of any one else but itself. It has to learn to accommodate itself to its environment by a long and difficult process. The baby's mind at the outset, then, is completely absorbed in its own ego. Its whole wish and energy is completely directed upon itself, and it has not the slightest hesitation in trying to gratify any instinctive wish at the very moment when it is felt. If others try to obstruct it from getting what it wants, there is instantly a rage reaction. Having no development of the power to reason, and not having been taught a "conscience" as yet, it is impossible to react to appeals to reason or to moral arguments.

During the first stages then of "discipline" or "mind-tempering" it is quite obvious that we must accept in its fullest significance first the fact that the conscience of the child is not a ready-made article, but something which we ourselves have to make. A second fact we

cannot lose sight of is the young child's ability to reason is exceedingly limited. This is primarily because reasoning requires data. Observations and facts must be accumulated to a considerable extent and there must be a great deal of practice in putting them together, with also a gradual learning to appreciate cause and effect before a child can fairly be expected to perceive that a certain line of action is wise or unwise. During the first stages of this process it is probable that only two factors influence the child to accept the reasoning of the elder. One is its desire for the present approval of some one whom it likes, and the other being its acquired fear of the consequence of the elder's displeasure.

Even at this early stage, however, a beginning must be made in appealing to the reason of the child. Every time this is done with a young child we must recognize that a conflict in the child's mind has been precipitated. One part of its nature, the instinctive, emotional, and wholly self-seeking part is being called to yield to discretion and the wishes of others. What the adult needs to remember is that the child, little by little, builds up mind-patterns or behavior-patterns in which instinctive behavior gradually yields to reasoned conduct. Until judgment and reason can be relied upon, then, the little child must learn to accept adult guidance and to yield implicit obedience in those instances where obedience is necessary for its well-being.

The period of infancy is succeeded by a very critical period in the life of the human being. During this period a considerable amount of growth takes place. Three phases can be noted during this period. At first the primitive self-seeking tendencies are dominant.

Then if judicious discussions of social and moral situations are held with the children (when they are free from all emotional bias) an attitude in which the wholly self-seeking, primitive tendencies give way in part to the ideals of the herd or group may be induced.

Lastly just before adolescence if the environment is still kept favorable, the child, itself, definitely represses its primitive urges and no longer accepts them as a guide of conduct. A definite moral growth has thus taken place from the stage when emotions have been felt and expressed without regard for morals or manners, merely for self-gratification. Gradually as education progresses, the child acquires definite standards and comes to value both the attitude and opinions of others. Because it desires their approval it has learned to criticize itself and its own impulses from their point of view. This auto-criticism results in a steady alteration in behavior which represents the inner conflict between the self-wish and the herd or group wish.

The question of discipline in this relation must be obvious. No young child naturally wishes to do what the adult wants it to do unless the adult wish coincides with its own. To a certain extent a young child often wants to please its parents; but to a still greater extent there is a force inside which drives always in the direction of pleasing self. In the discrepancy between these two factors, the primitive impulse toward self-gratification and the weaker desire to please the adult, lies the struggle against discipline. At whatever cost this struggle against discipline must be overcome.

A philosophy of punishment, therefore, must be based upon this philosophy

of moral evolution. How early shall our punishments begin, how far shall they go, and what form shall they take? The only safe principle we can adopt is that this all depends upon the individual child. The healthiest thing that a child can learn is that life is inexorable, absolutely requiring the submission of primitive self-will to the common good. Every human being must live in the group if he is to live successfully and his satisfactory adjustment to the group depends upon his learning at the earliest possible period in life that he must be cooperative and flexible rather than resistant and self-centered.

The first principles of discipline are that we shall be sure of the absolute need for and the soundness of any commands that must be given and that under no circumstance, whatever, must these be

allowed to be disregarded, disobeyed, or evaded.

As to the forms of punishment for refusal to obey, these, as has been said previously, depend upon the individual temperament and parents should find out what method works best with each child. A few punishments are harmful and should never be resorted to. Children should not be made to go without meals nor should they be shut up in cold, solitary rooms. Punishments should never be given in anger. The reason for punishments should be made plain to the child—they are given to help him remember. Punishments might well be restricted to two sorts of offence; disobedience and lying to escape consequences. Children should never be punished for errors of judgment but only for errors of intentions.

THE PILLOW DOLLY

*When I went out to Grandma's house
I hadn't any dolly,
But Grandma knew what children like
When she made me my Polly!*

*I rock her, and she's soft and warm,
I hug her, and she's still so,
Pollie, you see, is my nightie,
Just buttoned round my pillow!*

—DOROTHY MASON PIERCE.

Suggestions for Kindergarten Extension¹

MARY G. WAITE

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THE value of good kindergarten training for young children is widely recognized, but keeping public interest effectively active along the lines of kindergarten advancement is a never ending piece of work. One may be sure that, "Fine quality of kindergarten work is the best means of spreading an interest in it." One superior kindergarten in a community will almost surely create a demand for others. "Poor work in kindergartens creates a prejudice against kindergartens." Nevertheless, interest may be hastened and developed in new sections by letting people, besides the kindergarten children's parents, know the fine things being accomplished for young school children. Many experiments have been tried out for interesting people in the work of modern kindergartens. Brief reports, or mere statements that these experiments were made, have been sent to your Committee on State Organizations and Kindergarten Extension.

The following tabulation of these reports show the breadth of the field in which the seed is being sown as well as the devices used for planting the seed.

¹This report represents the work of the Committee on State Organizations and Kindergarten Extension of the International Kindergarten Union of which Miss Waite was chairman last year.

The names of places using the devices are given so that any one interested in any particular device or means can gain further information directly from some one in charge of the work at that place. Arbitrary divisions have been made for tabulating the suggestions, but some suggestions might have been placed under several of the headings.

MEANS FOR INTERESTING WOMEN'S CLUBS IN KINDERGARTENS

Secure speakers for clubs. Almost all reports give this means for creating an interest in kindergartens.

Outline programs for a special kindergarten meeting. Hayes, Kan.

Give demonstrations of kindergarten activities. Cleveland, Ohio.

Invite clubs to meet in kindergarten room with "an observation hour" preceding the regular meeting. Cleveland, Ohio.

Ask help of the clubs in supplying needed equipment materials, milk, luncheons; help on excursions and at picnics; and through talking to reporters or editors, superintendents and board of education members. Cleveland, Ohio; Cincinnati, Ohio; Fort Wayne, Ind.; Niles, Mich.

Help place mothers of kindergarten children on important committees. Fort Wayne, Ind.; Pontiac, Mich.

Cooperate and affiliate with National

Council of Parents and Teachers, General Federation of Women's Clubs, American Association of University Women, or National Association of Business and Professional Women's Clubs. Muncie, Ind.; Portland, Ore.; Hayes, Kan.; Houston, Tex.; Athens Ohio; Seattle, Wash.; Tacoma, Wash.

MEANS FOR INTERESTING MEN'S CLUBS IN KINDERGARTENS

- Send speakers to club meetings, especially with "human interest" stories of actual kindergarten experiences. Muskegon, Mich.; Scranton, Pa.; Warren, Ohio; Muncie, Ind.; Cincinnati, Ohio.
- Give entertainments of kindergarten music, games, etc. St. Joseph, Mich.; Houston, Tex.; Muncie, Ind.
- Present statistics showing relative progress of kindergarten trained children. Cleveland, Ohio; Fort Wayne, Ind.
- Distribute literature about kindergartens, especially Government material. Hayes, Kans.; Muskegon, Mich.; Portland, Ore.
- Cooperate in inviting state and national organizations to meet in your city, in entertaining them and inviting them to visit the kindergartens. Cleveland, Ohio.
- Ask aid for supplying milk for luncheon. Portland, Ore.; Fort Wayne, Ind.; Niles, Mich.
- Show movies or slides of children's work. Fort Wayne, Ind.; Seattle, Wash.; Athens, Ohio.

MEANS FOR INTERESTING EDUCATIONAL ORGANIZATIONS IN KINDERGARTENS

- Give short addresses on value of some specific phase of kindergarten work. Muskegon, Mich.; Fort Wayne, Ind.; Washington, D. C.

Have a special meeting of kindergarten teachers while general session of organization is on and invite different groups to join (i.e. first grade teachers, elementary school principals, superintendents, etc.). Pittsburgh, Pa.; Superior, Wis.

Present short articles, well illustrated through medium of official magazine. Seattle, Wash.; Cincinnati, Ohio; Chicago, Ill.

Ask aid of local and state educational associations in getting better kindergarten equipment, medical aid, etc. Pittsburgh, Pa.; Cincinnati, Ohio; Cleveland, Ohio.

Organize Mother's Clubs. Wilkesbarre, Pa.; Cincinnati, Ohio.

Organize child study groups. Highland Park, Mich.; Houston, Tex.; Takoma, Wash.; Seattle, Wash.

Invite mothers of young children to come to Kindergarten Mother's Club. Pittsburgh, Pa.

Organize State Kindergarten Association. Mississippi.

Persuade Local Parent Teachers Association to send delegates to Kindergarten Club Meetings and I. K. U. Meetings. Seattle, Wash.

Give reports of I. K. U. etc. at local Educational Group Meetings. Portland, Ore.; Seattle, Wash.

Establish standards of kindergarten work, which may be recognized as worth while. Cleveland, Ohio; Cincinnati, Ohio; Houston, Tex.

MEANS FOR INTERESTING PARENTS IN THE DEVELOPMENT OF THEIR CHILDREN

- Make personal calls at the house or by phone when children are absent. Cincinnati, Ohio; Pittsburgh, Pa.; Wilkesbarre, Pa.; Muncie, Ind.; High-

SUGGESTIONS FOR KINDERGARTEN EXTENSION 365

land Park, Mich.; Portland, Ore.; Pontiac, Mich.

Send report cards home regularly. Hayes, Kans.; Muncie, Ind.; Fort Wayne, Ind.; Cleveland, Ohio.

Limit the number of children enroled and admit new children as other children drop out. Hayes, Kans.

Invite parents continuously to visit on ordinary days as well as on festival days, and take time to explain what children are doing. Warren Ohio; Muncie, Ind.; St. Joseph, Mich.

Give a "Twilight" session of the kindergartens for fathers' benefit. Cincinnati, Ohio.

Organize Mother's Clubs. Cincinnati, Ohio; Pittsburgh, Pa.; Wilkesbarre, Pa.; Highland Park, Mich.

Interest children in their kindergarten work. Cincinnati, Ohio; Fort Wayne, Ind.; Pontiac, Mich.; Portland, Ore.

Ask children to bring materials from home. Athens, Ohio; Warren, Ohio; Muncie, Ind.

Ask parents to talk to reporters, school authorities and clubs on the value of kindergarten education. Cleveland, Ohio.

MEANS FOR INTERESTING OTHER PEOPLE IN KINDERGARTENS

Repeat invitations constantly to visit kindergartens. Cincinnati, Ohio; Cleveland, Ohio.

Send out leaflets about kindergartens. Cincinnati, Ohio; Athens, Ohio; Fort Wayne, Ind.; Philadelphia, Pa.; Pittsburgh, Pa.

"Kindergarten Day," with indoor and outdoor programs. Pontiac, Mich.; Muskegon Heights, Mich.; Houston, Tex.

Hold exhibits of kindergarten work in store windows and banks. Fort

Wayne, Ind.; Muskegon Heights, Mich.

Hold exhibits of kindergarten work and activities at state fairs and "Housewives' League" demonstration. Portland, Ore.

Solicit advertisements emphasizing child welfare to put in programs for public entertainments (i.e. Educational Insurance and Christmas Clubs from Banks, Pure Milk, etc.). Muskegon Heights, Mich.

Visit the homes of prospective kindergarten children and homes of children in kindergarten. Wilkesbarre, Pa.; Cincinnati, Ohio.

Improve work of kindergartens constantly and raise kindergarten standards. Cleveland, Ohio; Cincinnati, Ohio; Fort Wayne, Ind.; Houston, Tex.

MEANS FOR OBTAINING NEWSPAPER PUBLICITY FOR KINDERGARTENS

Send short "human interest" stories to the editors of local papers and magazines, with a few well selected pictures at festival times, after excursions, or when some especially interesting piece of work has been accomplished. Warren, Ohio; Hayes, Kans.; Athens, Ohio; Pontiac, Mich.; Muncie, Ind.; Fort Wayne, Ind.; Detroit, Mich.

Invite editors or reporters to visit the kindergartens with the supervisor to observe "regular" sessions. Cleveland, Ohio; Highland Park, Mich.

Invite reporters to be present at festivals and special occasions. Cleveland, Ohio; Highland Park, Mich.; Cincinnati, Ohio.

Present articles by noted educators. Scranton, Pa.; Cheltenham, Pa.

Send in government material to the editors. Scranton, Pa.

Publish notices of kindergarten meetings, local or national. Portland, Ore.; Wilkesbarre, Pa.; Muskegon, Mich.

Prepare radio talks. Cincinnati, Ohio; Cleveland, Ohio.

Send in short articles on, "The value of kindergarten training for my child" written by influential parents. Athens, Ohio.

MEANS FOR INTERESTING HIGH SCHOOL STUDENTS IN KINDERGARTEN TEACHING

Invite high school girls to kindergarten training class function. Fort Wayne Ind.; Chicago, Ill.

Invite high school girls to visit kindergartens in session. Houston, Tex.; Warren, O.; Muncie, Ind.

Maintain a kindergarten in the high school where boys and girls may see the kindergarten activities. Hayes, Kans.; Cincinnati, Ohio.

Conduct classes in child care and management in the high schools. Fort Wayne, Ind.

Conduct junior college teacher training

classes in the high school. El Paso, Tex.

Have high school girls assist in the nursery school once a month. Highland Park, Mich.

Have high school boys make or repair the equipment for the kindergarten. Muncie, Ind.; Hayes, Kans.

Have kindergarten supervisor give information about the work in connection with the "Vocational Guidance" work of the school. Fort Wayne, Ind.; Houston, Tex.; Scranton, Pa.; Philadelphia, Pa.; Cincinnati, Ohio.

Ask high school principals to announce the kindergarten supervisor's meetings and urge senior girls to attend. Scranton, Pa.

Ask high school girls to look after kindergarten children during Parents and Teachers Association meetings or similar meetings. Fort Wayne, Ind.; Athens, Ohio.

Give kindergarten news to school paper. Fort Wayne, Ind.; Portland, Ore.; Muskegon Heights, Mich.

Make effort to obtain positions for kindergarten training school graduates in their own towns Mississippi.

O, to feel the beat of the rain, and the homely smell of the earth,
Is a tune for the blood to jig to, a joy past power of words;
And the blessed green comely meadows are all a-ripple with mirth
At the noise of the lambs at play and the dear wild cry of the birds.
—John Masefield.

Music Department

The Rabbit

KATHLEEN MALONE

Lively

I have a lit - tle white rab - bit, He nev - er has learned how to run; But

My lit - tle rab - bit has got in the hab - it Of hop - ping, he thinks it's more fun!

** Fast rhythm*

* *Fast rhythm*

* Children hold wrists on top of head, fingers together pointing upward, imitating rabbit's ears. Children hold feet together and hop in time to rhythm.

Department of Nursery Education

Feeding the Nursery School Child. Part II

ELDA ROBB, *Nutrition Specialist for Nursery Group, University of Cincinnati,
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AN UNDERSTANDING of the food needs of the nursery school child, as discussed last month, is only part of the problem of child nutrition and very often the smallest part. The statement "*You can lead a child to the table, but you can't make him eat,*" is all too true in many cases and the problem of meeting such remarks as "I don't like my milk," "No, I don't want any carrots," occupies a much more important place in the minds of many mothers than does the question "What shall we have for dinner?"

It has been said that any well child will eat unless it is made worth his while not to eat. Normally a child, on a wholesome program of living, should be hungry at meal time just as any other healthy young animal and there should be no problem of the finicky appetite, but such is not the case—far from it! One wonders at the surprisingly large number of children who are, as one mother expressed it, "the trial of their mothers' lives" because they will not eat the things they should. Each of these children presents an individual problem and the solution will depend on the underlying cause of the difficulty. The cause may be very simple and easily remedied or it may be more complex

and require a change in the whole program of child management.

Studying the child from infancy on, we see that in general he tends to repeat the things from which he gets most pleasure and satisfaction. His standards are not adult standards and to understand why he will not eat we must understand the situation at his level. By not eating, he may be gaining something which to him is more enjoyable. It is often more interesting to become the center of attention for all the adult members of the household or to create a scene in which he is the star actor, than to eat. To meet this situation we must do what we can to increase the satisfaction he gains from eating and reduce to a minimum all other satisfactions which may be interfering with the establishment of good eating habits. To make eating an enjoyable process and one in which the child will be interested he must (1) have a keen appetite and (2) have a liking for all wholesome foods.

A KEEN APPETITE

No doubt everyone has marveled at the variation in children's appetites. One child can hardly wait for meal time to arrive, sits eagerly down to the table, demands food instantly, likes everything,

eats with a relish, and asks for a second and occasionally a third helping. Another child (it may be his brother) is never anxious for meal time, comes to the table unwillingly, isn't interested in his food, has many dislikes and has to be repeatedly urged to finish his dinner. Why this difference? Although as yet, the question cannot be completely answered the following suggestions which have been found effective in many instances, may help to solve the difficulty.

We must first be assured that there are no physical defects which may be interfering with the appetite. The removal of diseased tonsils, adenoids, or decayed teeth, has often been known to affect sudden and marked improvements. If the child is in normal physical condition, perhaps the most important factor is regularity of meal time. Between-meal "piecing," especially if it is candy and sweets, decreases materially the appetite for the following meal. Is it any wonder that a child who has eaten candy or cake at four o'clock doesn't want his supper of cereal or soup at six? The unfortunate part is that most often it is the child who does not eat well, who is allowed to "piece" because, as his mother says, "he must eat sometime." This is most disastrous! By decreasing the appetite for the next meal the total food intake is often so reduced that more harm is done than good. Mid-morning and mid-afternoon lunches are for children with good appetites. They should always be given long enough before the next meal so they have no depressing effect. Much experimental work has been done on the comparative value of various foods served as lunches—particularly with orange juice and milk. It has been

found that fruit does not decrease the appetite as much as milk does. The time between meals must be long enough to allow for complete emptying of the stomach. If not, there is no desire for food. Some children require a longer inter-digestive period than others, due either to a deficiency in motility of the stomach or to a low acid content. In such cases adjustment of the meal hour must be made. On the other hand, younger children, because of their limited capacity, may require smaller meals at more frequent intervals. Four meals a day are sometimes recommended. Whatever the schedule decided upon, it should be kept regular.

The kind of food eaten also determines the keenness of the appetite. Highly flavored foods dull the appetite for the more bland type. The child who receives much candy, meat, rich desserts, tea or coffee, gradually becomes less and less interested in milk, vegetables, and other wholesome foods. If the appetite is not to be thus perverted, the diet must be kept simple. Unlike adults, children of this age do not crave variety. It is largely a matter of habit.

Exercise in the open air almost universally increases the amount of food eaten. What child who has been coasting or playing vigorously out of doors does not have a better appetite than when confined too closely indoors? Along with this vigorous activity should go long hours of rest and sleep, for fatigue has a detrimental effect. Sometimes children are "just too tired to eat," or it may be as Emerson suggests, "a provision of nature to prevent over eating when tired thus causing indigestion." For very active children, a rest just before the meal may prove beneficial.

Nagging, worry, and unhappiness are

factors which take away the appetite more frequently than adults realize. By creating an unpleasant scene at the table or by forcing the child to eat, we may make it impossible for him to eat. *Good cheer is a splendid appetizer* and a happy meal hour a valuable stimulant.

A LIKING FOR WHOLESOME FOODS

A wise mother will early introduce a variety of food in the child's diet and fortunately the foods we are most anxious to build up a liking for, are those which can safely be given early. Refusal of the first taste does not mean a permanent dislike, unless it is allowed to develop into that. Often it is because of the consistency or just because the flavor is *different*. Giving it repeatedly and in small amounts or disguised in soups, until the flavor has become familiar, is often all that is necessary to overcome it. A child can learn to like foods which are good for him just as most adults have learned to like olives, grapefruit, or some other equally popular food.

Associations—either chance or intended—may be responsible for strong likes or dislikes. Little Mabel who received a severe scolding at the same time baked apples were given to her for the first time, disliked them thereafter, though apples in any other form were relished. On the other hand, food served at parties and on special occasions is almost universally liked, not so much, perhaps, because of the food itself, as because of associations.

Since we know that food likes and dislikes are not inherited, but are all acquired after birth, we realize what an opportunity we have to decide what they shall be. Perhaps there is no more important factor than the example

and attitude of the adults with whom the child comes in contact. Imitation is a powerful factor in the small child's life. Mother doesn't like carrots; Johnny doesn't like carrots—and he really thinks he doesn't until he goes to school. There everybody likes carrots; he eats them because he is expected to, and before many days he *likes* them, too. Mothers and fathers often do not realize how children pattern their lives by them. If a child is to like wholesome foods his parents must not—at least in his presence—boast of their own dislikes.

In the nursery school the influence of the group is very significant. A child will usually do the thing that everyone else is doing. Betty, who would never take her codliver oil at home, when given orange juice and codliver oil at school, took one sip, made a face, and set her cup down. Then she looked around at the group. Everyone else was drinking, so she picked up her cup and drank too. (She still refuses to drink it at home, but does every day at school.)

The approval of the teacher and of the other children does much to encourage good eating habits. Every child wants to do the popular thing and if it is popular to like vegetables, that he will do, because after all, it is so largely a matter of attitude rather than of any real inherent dislike. If we can instill the right attitude toward food, we have given a foundation on which to build effectively. This cannot be done, however, by telling the child it "is good for him" (little does he care at this age); or by coaxing, nagging, or forcing. But if it can be made the popular thing to do, the thing *all* boys and girls do, an accepted part of the daily program, most children will fall into line.

On the other side of the question there are many factors which may furnish satisfaction greater than the desire for food—especially if the child does not have a good appetite and has developed many food dislikes.

In many cases the attention lavished on him by all the adult members of the household is more to be desired than any kind of food. What child would eat if the alternative were having everyone from grandmother down, fuss over him, coax him, tempt him with new dishes and in general make him the center of all their attentions? He becomes "the star actor in a little drama" and *who would let slip the opportunity to be a star? The best thing we can do is to refuse to be the rest of the cast.* Too much interest must not be displayed in his eating. It should be accepted as a matter of course and the less comment made the better. One mother who had decided to change from the former policy to the latter, was astonished at the immediate results. When Edgar refused to taste his dinner she said, "All right, run and play. We'll have supper at six o'clock—nothing to eat till then." When the accustomed scene was not forthcoming he burst into tears. With a continuance of this parental attitude the "problem," as it had been considered, disappeared. All cases are not as simple as this, but the "coaxing and fussing method" in general has practically no permanent value and may be interfering with what would otherwise be a normal desire to eat. It may even result in a malnourished condition which would not otherwise be present.

Lydia J. Roberts in her new book, *Nutrition Work With Children*, says, "Significant in this connection is the fact that in the Rachel McMillan Nur-

sery School in England where children eat all three meals in the school and their entire day is spent in the outdoor air, this method of putting the food before the child and paying no attention to whether he eats it or not is practically 100 per cent effective by the end of a few days."

With children who are inclined to be negativistic the mere fact that something is suggested makes it something they decide *not* to do. If too much control is used a resistance may be set up to almost everything. In order not to strengthen this habit it is wisest to avoid suggestion as much as possible.

Often wholesome foods are refused because the child knows that if he doesn't eat them he will be given something he would rather have—candy, cake, deserts, and so on,—at least if mother is sufficiently worried over the fact that "he hasn't eaten a mouthful!" A child is not long in learning what he can have and what he cannot. If rewards, in the form of more desired foods, are given in place of wholesome foods, a premium is being set on *not* eating. It should be the generally accepted rule of the meal that vegetables come first and *when the plate is clean*, dessert follows. A child who is not hungry enough to finish the first course does not need dessert.

A feeling of extreme importance is gained when mother is heard explaining to her friend: "Helen just can't drink milk. It makes her actually sick." This and many similar incidents makes it well worth while not to drink milk, though refusal of it does not mean dislike. Perhaps she can even show that it does make her sick in such a realistic manner that all the family are worried. It is an interesting game!

For the "dawdlers" who eat very

slowly and play with their food, we set a time limit. When the time is up, all food is removed. This will usually help to speed up the process. Occasionally when encouragement is needed to finish the meal or to get over a particularly difficult part—as eating a disliked vegetable—help may be given. Interest may be aroused by a story, a game or a little competition always used in moderation so the child does not become more interested in the story than in eating.

A child is pretty apt to try to live up to expectations. A wholesome meal set before him by a calm adult who expects him to eat it and does not suggest by word, look, or feeling that he may do otherwise, is farther ahead on the road to success than the fearful adult who presents everything with a question and whom the child knows, by her very anxiousness, will lack firmness and give in to his every wish. It offers an opportunity to get the things he wants and bargaining is begun. Above all, we must be firm and consistent in our treatment so he will know what we expect and what he can and cannot do.

We are responsible for the eating habits established—the child is not. If in the course of treatment the child refuses to eat for a few meals until he learns that we mean what we say, we may be assured that he will not be injured by so doing.

There are a few children who will not respond to any of these suggestions, who belong to a small group of non-hungry cases which cannot be explained. With these children we must try to build up the idea that we eat whether we want to or not, hoping that when the cause for the lack of appetite is found the condition may be improved.

If then, in answer to the question "How can I get my child to eat wholesome foods?" we (1) build up a liking for them, (2) create a keen appetite—by giving three regular meals; plenty of exercise and fresh air; long hours of sleep and rest; a cheerful environment, (3) eliminate in so far as possible all interfering influences, as too much adult interest and attention; too much control; unsuitable rewards; and so on, we may find that the question has been answered and the problem has disappeared.

*From compromise and things half-done,
Keep me, with stern and stubborn pride;
And when, at last, the fight is won
God, keep me still unsatisfied.*

—LOUIS UNTERMEYER.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Editor's Notes

A RECENT book dealing with the problems arising from woman's readjustment to a fuller life gives an illuminating definition of the home of which this is a rough reproduction: "A place where one gathers people and books, wall paper and pictures, furniture and other treasures, and to which one escapes to re-create one's self after the turmoil of the work-a-day world."

May we not match this with a new definition of the school? "A place where one gathers children and books, pictures and play materials, sunshine and music and flowers, and where the children may develop those creative activities which bring life to its fullest and best."

The following quotation from a colleague gives in straightforward fashion an analysis of the average grown-up's reaction toward children.

"The traits we laud in adult life we refuse to recognize in childhood. The child with a will is obstinate, his indignation is bad temper, his creative work is idling, and his enthusiasm is noise."

The Cincinnati Branch of the National Primary Council held a dinner meeting on January twenty-first with Marjorie Hardy, University of Chicago Elementary School, as guest of honor. The Council at Wabash, Indiana, was host to the District meeting on March nineteenth.

Curriculum Revision in Denver. Part II

HELEN R. GUMBLICK, *Supervisor of Kindergarten and Primary Grades, Denver, Colorado*

The function of language study in the elementary school is to enable the child to express his ideas and emotions in words that will meet adequately his immediate needs. These needs include situations arising in the school, home, and community. In everyday living there is necessity for conversation, for explaining how or why something is done,

for giving various directions, for relating stories and jokes. Less frequently there is need for writing letters, making speeches, or presiding over meetings. Still less frequent are occasions for the creative type of expression.

All subjects of the curriculum provide activities which may be used in arousing the child to communicate his ideas and

emotions clearly and effectively. For example, building huts, weaving blankets, tanning leather, and grinding corn are activities which the social studies and practical arts provide. If language is a natural outgrowth of vital activities it will cease to be monotonous, perfunctory, and formal. Since the various school subjects and outside activities provide the child with something to say, the attention of the language period can be directed to training him how to say it clearly and forcefully. From among the numerous interests and activities of the children, those which are best suited to bring about the desirable language outcomes are chosen for intensive study in the language period.

The "information and knowledge, skills and habits, attitudes and appreciations" necessary to meet life situations requiring language are the ultimate outcomes of language study. In order to have a comprehensive understanding of the field of language, the teacher should know:

What the life situations are in which language is used.

What "information and knowledge, skills and habits, attitudes and appreciations" are necessary to meet these situations.

How the necessary "information and knowledge, skills and habits, attitudes and appreciations" are acquired.

The following principles underlie the study of language:

More opportunity should be provided for spoken than for written English because: people are more often judged by their speaking than by their writing; the mistakes made in speaking are more frequent and crucial; there are more blunders in taste than in mechanics; more people can spell correctly than can

enunciate well; more people can write well than can use the voice pleasingly; speaking involves more numerous and varied skills than writing.

Interest is secured through having actual situations for the use of the English class; such as, conversations about real problems, auditorium programs, and letters to real people or companies; and through teaching children to judge their own progress.

CORRECT USAGE

The emphasis in the elementary school is placed on the correction of the grossest mistakes. In the primary grades, incorrect habits are not as firmly fixed and for this reason are more easily broken. Those incorrect habits of language usage which persist until the child reaches the intermediate grades have become strengthened through long practice and are broken only by great perseverance on the part of the child and teacher. For this reason as many habits of correct usage as possible should be established in the first three grades. However, the teacher must use discretion in the number of errors corrected and in the manner of correction. It is better to have a child express his ideas in a faulty manner than to hamper his expression by constant correction of errors. If some of the children are ready for the more refined discriminations of speech, the teacher should aid them in perfecting their use of English.

SENTENCE AND PARAGRAPH STRUCTURE

The ability to speak in sentences is fundamental. Without it speech is incoherent. No clear ideas can be gained from what the speaker says. The lack of sentence sense is an indication of a mind filled with dim, hazy ideas. Clear

thinking is secured by having children express their ideas in complete sentences. This is one of the major aims of the teacher in the first grade but must never be lost sight of in any grade. When careless habits arise appropriate schemes should be devised and specific drill given. On the other hand the teacher must not demand the use of complete sentences when the natural answer to a question is a word or phrase. "Mary, did you drink your milk at recess?" The natural answer to this question is "Yes" or "No." How unnecessary to say, "Yes, Miss W, I drank my milk at recess."

THE RELATION OF SPOKEN AND WRITTEN ENGLISH

Written work should be the outgrowth of oral work since it is complicated by additional factors of handwriting and spelling, punctuation and capitalization. Although the written work may represent a new point of view the child should be familiar with the ideas which he is to write through previous discussion. As the mechanical habits become fixed the attention can be more and more centered upon the thought; but while the child is acquiring these skills the mind must be at least partly occupied with them. For this reason the material to be written should be familiar enough so that the process is not retarded by the necessity of clarifying ideas or finding words with which to express them.

POETIC EXPRESSION

Poetic expression may be either in the form of prose or poetry. Many more children will naturally express themselves in poetic prose than in poetry. Less attention to rhyme and rhythm and more attention to writing when the child is

filled with the desire to express himself poetically concerning some subject will promote thought and feeling beautifully and truthfully expressed. It is immaterial whether the child expresses himself in poetry or prose. The essential characteristic of creative writing is that ideas and emotions are sincerely and vividly expressed. Since our language is a live one changing with the feelings, thoughts, and development of the times, it will, whether those who live in the beauties of the past wish it or not, express the pulsing life of the present in a manner peculiarly fitting to it, perhaps in the free verse characteristic of our modern poetry.

"One sure sign of the genuineness of any art product is its unique character. Art never repeats and never copies. That the creative spirit has expressed itself among those pupils is evidenced by the individual note. Few echoes of other poets' poetry are here, except where the imitation is obviously intended, but even in parody the individuality of the performance marks the verse as original. As Brathwaite put it, we are seeking 'the imaginative elemental substances of the youthful mind;' when these have appeared we have made much of them; when the hackneyed copy was offered we labeled it as such without enthusiasm. Consequently, such traditional poetic tags as whilst, ere, o'er, fain would, forsooth, alack, O thou, and the like, were soon taboo; along with traditional poetic ideas concerning the sun, moon, stars, birds (nightingales, larks, and cuckoos in American landscapes!), and those flowers that bloom in the spring, which, according to an excellent poetic authority, have nothing to do with the case. Went also rhymes for rhyme's sake, as well as the lazy

'do' put in to round out a short line, and all the 'faint iambics' of Petit and Poet."

The ordinary assignment ought to be of such a flexible nature that every child may fulfill its requirements in the manner best adapted to his ability.

PLAYS

Children's plays should be an outgrowth of school experiences. The culmination of an activity may be in the nature of an original play. It is an interesting way to review. Choose some simple theme into which may be woven the stories, poems, and information talks that have been given before.

The interest of the community may be used as the basis for original plays:

Health Campaign
Gardening
Courtesy Week
Good English Week
Thrift Week
Safety Week
Forest Preservation Week
Fire Prevention Week
Clean-Up Week
Community Chest Drive

Use sparingly plays bought for the purpose of entertainment; they are removed from the child's experience. The children are likely to be stilted and unnatural in their actions and conversations. If they are engaged in a purposeful activity, they can assemble a program much more vital to themselves and more interesting to the audience. Since they are dealing with familiar situations their interpretations will be natural. They really live the parts because they understand and are interested in what they are doing.

The following suggestions may be helpful:

Choose a worthy theme
List the actions of the story
Decide where the scenes will be
Keep the scenes simple and short

In all work in dramatization where the dialogue needs perfecting its writing should be a group activity. Have the children know the point that is to be made and allow each to write the necessary conversation. It should be brief and the point made effectively. Read the conversations and let the class select the best.

SPECIAL PROVISION FOR CREATIVE WRITING—THE ENGLISH WORKSHOP

When a real desire to write arises an opportunity should be provided. Include only those children who have an inspiration to write.

The period, set aside, may be at the writing or the spelling time since many children write and spell sufficiently well to be excused from daily practice. However arrangements should be made for those who desire to write but whose spelling or writing is below the standard for the grade. Each child may be provided with a folder in which to keep his material and finished work. The children talk over the work they are doing in small groups. The teacher and children make suggestions as to how each one's work may be improved. These groups are naturally ungraded ones; they might include children from the third to the sixth grade. It might be possible that a child from the first or second might be included in the group. Since only those children who have an inspiration to write are included, the personnel of such a group will be constantly changing.

ILLUSTRATION LESSONS—GRADE I

Fall fruits

Planning a fruit exhibit. In planning a fruit exhibit such language problems as this are involved: How to ask mothers permission for the fruit which the children want to bring.

Allow various children to suggest how to ask mother's permission to bring the fruit. The situation may be dramatized.

Excellent drill is thus furnished on the correct use of "may," and opportunity is given for training in using forms of courtesy that accompany a polite request.

The fruit may be placed in various places in the room and labeled by the children as they come in.

Language activities growing out of a fruit exhibit. One child may describe the kind of fruit that he wants, giving its color, shape, size, taste, or other distinctive characteristics without naming it. If his description is clear enough for another to name it, the fruit is placed on his desk. The point of the game is to see who can get the most fruit.

The child may make his request in this way: May I have the fruit that is

round and yellow? It is red on one side. It has a big seed in the middle.

In another game the child closes his eyes and distinguishes fruits by flavor, odor, or touch. He should give reasons for his answer by describing the flavor, odor, or shape of the particular fruit.

This game enlarges the child's vocabulary by bringing such words as these into use:

sweet	spicy	long
small	dry	biting
smooth	fuzzy	oily
large	sharp	hard
juicy	round	soft
rough	sour	bitter

Matching word cards with pictures aids the child to make the transition from spoken to written language.

Prepare two groups of cards, one containing the name of the fruit, the other facts about the fruit. Children must select cards that make true statements.

These are words and phrases which are suggestive of the type which may be used:

The apple	is red	is sweet
The orange	is juicy	is sour
The pear	is round	has one seed
The peach		

Merry is the April season

When impulse will not wait for reason.

—*Libaeus Desconius.*

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

Officers

President, ALICE TEMPLE, Chicago, Ill.

First Vice-President, GRACE L. BROWN, Cleveland, Ohio.

Second Vice-President, MARION B. BARBOUR, Chico, Calif.

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Corresponding Secretary and Treasurer, BERTHA M. BARWIS, Trenton, N. J.

Executive Secretary and Assistant Treasurer, LuVERNE CRABTREE, Washington, D. C.

Program of the I. K. U. Convention, New Haven, Connecticut, April 25-28, 1927

Headquarters: Hotel Taft.

General Chairman Local Committee:
Katherine Langtry.

MONDAY, APRIL 25

Morning

Reports of Working Committees.

The Present Status of Kindergarten-

Primary Unification. Bessie Gambrill.

The Nursery School Curriculum. Ada
Hart Arlitt.

The National Nursery Association.
Patty Smith Hill.

A Study to Determine Readiness for
First Grade Work. Mildred Miller.

Reading Readiness. Margaret Holmes.

The Revised Story List. Frances Kern.

Music Appreciation. Mabelle Glenn.

Equipment and Supplies. Frances Berry.

Vocabulary Study. Madeline D. Horn.

A Rating Card for Student Teachers.
Eleanor Troxell.

The Dallas Meeting. Alice Temple.

The Story Contest. Catherine Watkins.

Afternoon

General Topic—Teacher Training.

Address. William C. Bagley, Teachers
College, New York.

Address. Ambrose Suhrie, New York
University.

Discussion.

Caroline Barbour, Superior, Wis.

Lucy Gage, Nashville, Tenn.

Mary C. Shute, Boston, Mass.

Evening

Opening Session—Addresses of Welcome.

Response by the President.

Address. Henry Neumann, Brooklyn
Society for Ethical Culture.

TUESDAY, APRIL 26

Morning

Organized Visiting of New Haven Schools
and the Yale Psycho-Clinic.

Afternoon

General Topic—Curriculum Reconstruction
in Kindergarten-Primary Education.

Address. Harold Rugg, Teachers Col-
lege, Columbia University.

A Course of Study Directed Toward a
Unified Conduct Curriculum. Bessie
Gambrill, Yale University.

Other speakers to be announced.

Evening

General Topic—Mental Hygiene.

The Cooperation of Teacher and Parent
in the Care of the Kindergarten Child.
Macfie Campbell, Boston.

Guidance Service for Young Children—
A Report (illustrated) of the Work of
the Guidance Nursery of the Yale
Psycho-Clinic. Arnold Gesell with the
assistance of Katherine Backes and
Burton M. Castner.

WEDNESDAY, APRIL 27

Morning

Delegates' Day in charge of Grace L. Brown
and Marion Barbour.

Two minute talks by past presidents.

Delegates' reports summarized and pre-
sented.

Delegates' songs, etc.

Noon

Luncheon to Officers and Delegates.

Afternoon

A Drive about New Haven followed by a
reception.

Evening

General Topic—Creative Expression.

In Language. Lula Wright, The Lin-
coln School, New York.

In Music. Speaker to be announced.

In Art. Rachel Whittier, Massachusetts
Department of Education.

In Dramatization. Corinne Brown, Ethical
Culture School, New York.

THURSDAY, APRIL 28

Morning

Election of Officers.

Business Session. *All delegates should be
present.*

Reports of Officers.

Reports of standing committees not pre-
viously given.

New Business.

Report of Committee on Credentials and
Elections.

Award of I. K. U. Banner.

Report of Committee on Time and Place.

Report of Committee on Resolutions.

Afternoon

Significant Phases of Classroom Activities
in Kindergarten and Primary Grades.

General Presentation. Bertha Barwis,
Trenton, New Jersey.

Reading. Jean Betzner, New York City.

Number. Eleanor Troxell, Montclair,
New Jersey.

Handwriting. Marie J. Kellar, Monu-
ment School, Trenton, N. J.

Rhythmic Activities. Illustrated. Mar-
garet C. Seaver, Waverly, Mass.

Evening

Symposium Dinner.

ACCOMMODATIONS IN NEW HAVEN

	Single Room	Double Room
Taft (Headquarters),	\$4.00	\$7.00
College St.	5.00	9.00
	inc. breakfast	inc. breakfast
Garde Hotel, Meadow	\$2.50	\$4.00
Street.	3.50	6.00
Bishop Hotel, Chapel		
Street.	3.00	5.00
Duncan Hotel, Chapel	2.00	3.50
Street.	2.50	6.00
Young Women's Chris- tian Ass'n.	1.00	
	1.50	
Sisters of the Holy Ghost, 311 Greene St.	\$8.00 per week	

TRANSPORTATION TO NEW HAVEN

A reduction of *one and one-half fare on the
Certificate Plan* will apply for members
attending the meeting of International
Kindergarten Union to be held at New
Haven, April 25-28, 1927; also for dependent
members of their families, and the arrange-
ments will apply from any point in the
United States.

Children of 5 and under 12 years of age

when accompanied by parent or guardian will, under like conditions, be charged one-half of the fares for adults.

The following directions are submitted for your guidance:

1. Tickets at the regular one-way tariff fares for the going journey may be obtained on *April 21 to 27* (but not on any other date). Be sure that when purchasing going ticket you request a certificate. Do not make the mistake of asking for a receipt.

2. Present yourself at the railroad station for tickets and certificates at least 30 minutes before departure of train on which you will begin your journey.

3. *Certificates are not kept at all stations.* If you inquire at your home station you can ascertain whether certificates and through tickets can be obtained to place of meeting. If not obtainable at your home station, the agent will inform you at what station they can be obtained. You can in such case purchase a local ticket to the station which has certificates in stock where you can purchase a through ticket and at the same time ask for and obtain a certificate to place of meeting.

4. *Immediately on your arrival at the meeting present your certificate to the endorsing officer, R. K. Sexton,* as the reduced fares for the return journey will not apply unless you are properly identified as provided for by the certificates.

5. It has been arranged that the Special Agent of the carriers will be in attendance *April 26 to 28* from 8:30 A.M. to 5:30 P.M., to validate certificates. If you arrive at the meeting and leave for home again prior to

the Special Agent's arrival, or if you arrive at the meeting later than April 28 after the Special Agent has left, you cannot have your certificate validated and consequently you will not obtain the benefit of the reduction on the home journey.

6. So as to prevent disappointment it must be understood that the reduction on the return journey is not guaranteed, but is *contingent on an attendance of not less than 250 members of the organization at the meeting and dependent members of their families* holding regularly issued certificates obtained from Ticket Agents at starting points, from where the regular one-way adult tariff fares to place of meeting are not less than 67 cents on going journey.

Certificates issued to children at half fares will be counted the same as certificates held by adults.

7. If the necessary minimum of 250 certificates are presented to the Special Agent, and your certificate is duly validated you will be entitled up to and including May 4, 1927, to a return ticket via the same route over which you made the going journey at *one-half of the regular one-way tariff fare* from the place of meeting to the point at which your certificate was issued.

8. Return tickets issued at the reduced fares will not be good on any limited train on which such reduced fare transportation is not honored.

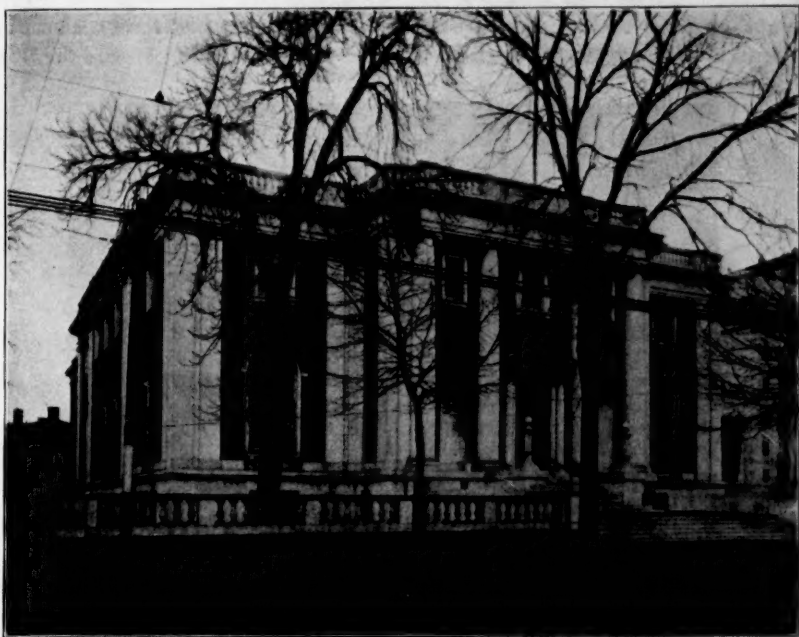
9. *No refund of fare will be made on account of failure to obtain proper certificate when purchasing going tickets, nor on account of failure to present validated certificate when purchasing return tickets.*

100%

The Sarah Gregg Kindergarten Club, Knoxville, Tennessee, has reached the one hundred per cent goal. All members of this local branch are also associate members of the International Kindergarten Union.

Welcome to New Haven

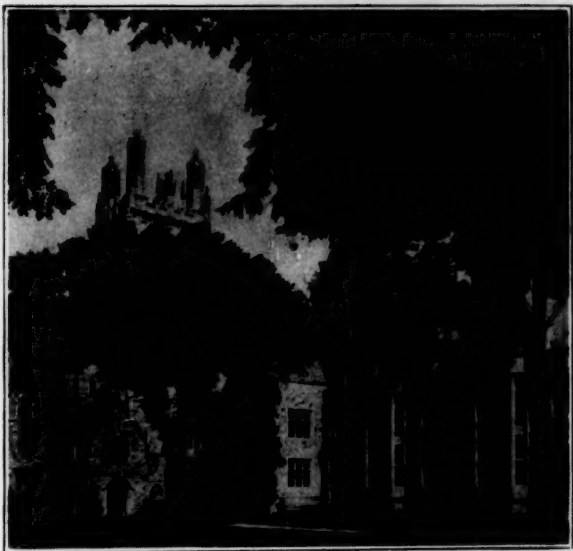
New Haven is known the world over as the home of Yale University, the most national of American Universities. The influence of the University on the civic and



NEW HAVEN PUBLIC LIBRARY

educational life of New Haven is most helpful. Its great collections in the realm of art, natural history, geology; its vast libraries; a host of public lecture courses and its pervasive intellectual stimulus are a blessing to New Haven.

The Harkness Memorial Quadrangle, a group of Gothic dormitories covering an entire block, which may be seen from the Green, is regarded as the finest group of college buildings in America, while the tower is one of the greatest of modern times. Peabody Museum of Natural History, recently completed, contains large and interesting collections, attractively exhibited.



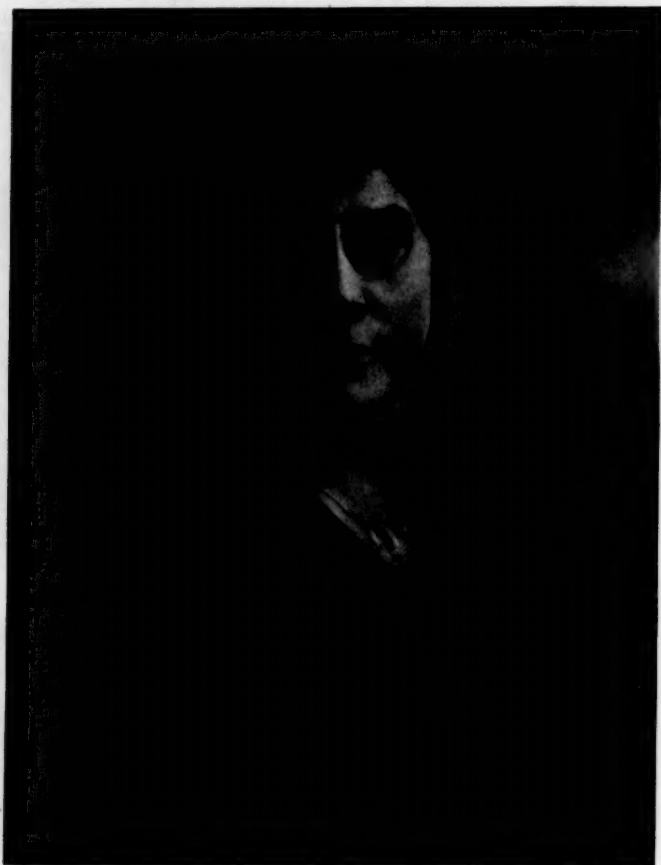
OLD BUILDINGS OF YALE UNIVERSITY

The college welcomes visitors, who are shown every courtesy, and guides will take them through all the buildings that are open to the public.

East Rock and West Rock are two mountain parks, affording two of the most beautiful views in southern New England and

colonial architecture in brick and marble, designed by one of the most accomplished architects in America, Cass Gilbert. It is a gift to the city made by Mary Ives.

The Central Green is part of the original nine squares in which the settlement of New Haven was laid out. Around the Green, as



KATHERINE M. LANGTRY, CHAIRMAN LOCAL COMMITTEE, NEW HAVEN

Long Island Sound, beyond which may be seen upon a clear day the bluffs of Long Island. On West Rock is the famous "Judges' Cave," the hiding place of the Regicides, Whalley and Goffe, when pursued by the officers of Charles the Second.

The New Haven Public Library is of

this square is called, the entire history of the city has been built. Originally it contained the community buildings of the early settlers. The only buildings now standing on the Green are the three churches, which, in spirit and architecture, preserve the best of the colonial days.

Welcome to New Haven, "City of Elms" once crowned,
Elms are old, our slogan reads, but new ideas abound.
Largest city in our state—with history replete,
Come and see our Judges' Cave, the Regicides' Retreat,
On the summit of West Rock, o'erlooking hill and Sound,
Many coves and rocks and points on our New England shore,
Enjoy our City! You will find a widely opened door!

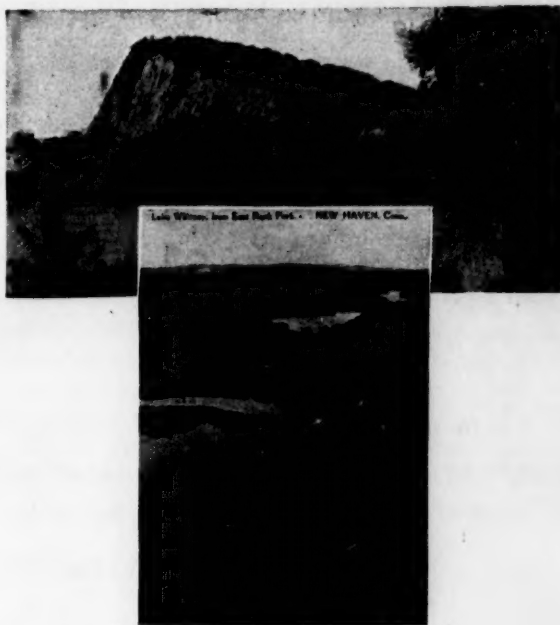
Three old churches on the Green, well known to history,
Other points of interest here, you'll surely want to see.

New Haven is a college town—the home of good old Yale,
Education reigns supreme—its interest cannot fail,
With Art Museum, Library, and our Famous Bowl of Yale.

Harkness with her Gothic art of mediaeval days,
An inspiration unsurpassed, as on its tower you gaze.
Visit schools for boys and girls, they're at your service all,
Enjoy our City! It is yours—we're at your beck and call.
New Haven greets you, I. K. U. You're welcome, one and all.

—L. S. N.

KATHERINE M. LANGTRY,
Chairman Local Committee, New Haven, Conn.



Rates for the I. K. U. Tour to Europe¹

Main Tour, July 7th to August 30th,
\$810.00.

Short Tour, July 7th to August 11th,
\$550.00.

These rates include steamship allowance of \$150.00 each way. Higher priced accommodations may be obtained on payment of the difference.

If the passenger desires to travel Student Third Class each way on steamers, the rate for the Main Tour (with an allowance of \$177.00 inclusive of taxes for the round trip) will be \$685.00, and for the Short Tour, \$425.00.

The membership includes ocean passage at the rates shown; transportation in Europe over all other routes whether by steamship, railway, automobile or carriage; hotel accommodations at comfortable hotels with three meals a day comprising Continental breakfast and table d'hôte luncheon and dinner according to the custom of the country or the hotel visited, both at hotels and while traveling. Railway travel is generally second class in reserved compartment; in Italy it is first class. Government war tax of \$5.00 is also included in the price.

Also all carriage and automobile drives and side trips in accordance with the itinerary; transfers; guides' fees and sightseeing fees; fees and taxes at hotels for usual services; the services of experienced tour man-

agers during the entire time in Europe; and the transportation and transfer of hand baggage together with all necessary fees for handling of same.

A trunk may also be taken, if required on the ocean voyage and stored in Paris until the return, at the expense of the owner.

The membership does not include wines or mineral waters, laundry charges, baths, or stewards' fees during the voyage upon the ocean steamers for these are matters of essentially a personal character. Items not on the scheduled menus at the hotels will be considered as extra and charged for accordingly. The cost of passports and visas thereon is not included.

The prices of the Tours are based on rooms without private bath because such accommodations are not always available. However, every effort will be made to obtain such rooms for members who order them at or before the time of final payment, the extra charge being paid by the member to the various hotels furnishing such accommodations.

Passports are absolutely necessary and early application should be made. Full directions will be given to all members.

Applications for membership in this tour should be made to the Raymond and Whitcomb Company, 606 Fifth Avenue, New York, or any of their other offices throughout the country, or the Chairman of the Tour Committee, Annie Laws, 2927 Reading Road, Cincinnati, Ohio.

¹Itinerary of the tour appeared in the February issue.

Let a man nobly stake his best and finest self on a cause superior to all contingencies and the calculations of self-interest will vanish like a fog before the gale.

—GEORGES CLEMENCEAU.

Announcement Conference on Nursery Schools

The Conference on Nursery Schools will be held on Friday and Saturday, April twenty-second and twenty-third in New York City, just preceding the meeting of the International Kindergarten Union in New Haven (Headquarters, Hotel Majestic).

The program committee consisting of Lois Hayden Meek, Mary Dabney Davis, Gertrude Hartman, and Anna E. Richardson, has planned for five sessions—Friday: morning, afternoon and evening; Saturday: morning and afternoon.

The tentative program of the Conference is as follows:

Friday morning, April twenty-second, the Conference will begin promptly at 9:15, with an address of greeting by Patty Smith Hill of Teachers College, Columbia University. Following this, there will be two simultaneous discussion groups, 9:30-12:00, on *Daily Program and Training of Teachers*. Friday afternoon also will be devoted to two simultaneous discussion groups, 2:00-4:00 on *Educational Activities and Equipment* and *Parental Training*. At 6:30 Friday evening there will be a dinner with two addresses on nursery school education. Simultaneous discussion groups on *Problems of Physical Well-Being* and *Budgets and Housing Equipment* will be held Saturday morning 9:00-11:00, followed by a business meeting. Outstanding people in the field of nursery school education will lead the six discussion groups and the Conference will close on Saturday afternoon with a summary of the discussions by the six leaders, and with an address on the *Continuity in Child Education*.

The advisory committee has decided to make this a working conference at which

problems of mutual interest to those engaged in nursery school work will be discussed, such as budgets, food, problem children, records, programs of activities, training parents, etc.

Grace L. Langdon, instructor in kindergarten and first grade education, Teachers College, who is chairman of the local committee in New York City, will make arrangements for visits to nursery schools on Thursday, April twenty-first, the day preceding the Conference.

The first meeting of the temporary organization of those interested in nursery schools was held in Washington, D. C., last February. Patty Smith Hill, director of kindergarten-primary education, Teachers College, Columbia University is the chairman of the organization, and Mrs. Francis H. Dike, the secretary.

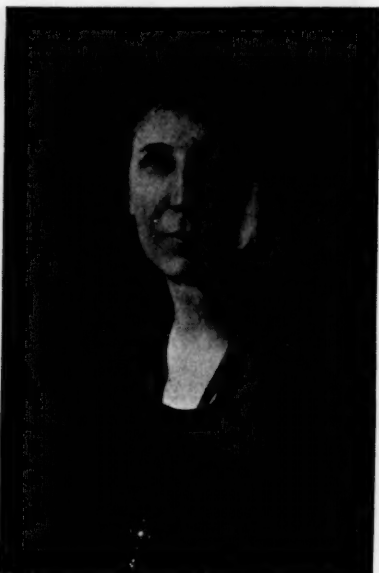
At this first meeting Miss Hill appointed Lois Hayden Meek, education secretary of the American Association of University Women, the chairman of the advisory committee, which is a representative group of the various organizations interested in nursery school work. Included are Teachers College, Columbia University; the International Kindergarten Union; United States Bureau of Education; Bureau of Educational Experiments, New York City; the Child Education Foundation; American Association of University Women; Home Economics Departments; Nursery Training Schools; the Progressive Education Association; and the National Council of Primary Education.

NELL BOYD TAYLOR,

Assistant Educational Secretary, American Association of University Women.

Who's Who in Childhood Education

Alice Temple, chairman of the department of kindergarten-primary education, School of Education, University of Chicago, has for the past two years been the able president of the International Kindergarten Union. She has not only been the captain of our ship but has directed the course of the National Council of Kindergarten Supervisors and Training Teachers as its chairman. The character education material in this issue speaks for the success of the Council's



ALICE TEMPLE, PRESIDENT INTERNATIONAL
KINDERGARTEN UNION

recent convention in Dallas. The program which she has built for the convention of the International Kindergarten Union in New Haven guarantees that another success will soon be hers.

Charles H. Judd, director school of Education, University of Chicago, holds degrees from Wesleyan University, University of Leipzig, Yale, and Miami. His teaching service has been rendered at Wesleyan, New York University, University of Cincinnati, and the University of Chicago. He is widely known through his published writings: *The Evolution of the Democratic School System*, *Silent Reading*, and many articles, reports, and reviews in educational journals.

Florence Eilau Bamberger has given most of her teaching service to Baltimore, formerly as supervisor in the public schools, and since 1917 as professor at Johns Hopkins University. Her doctor's dissertation (Columbia University), *The Effect of the Physical Make-up of the Book on Children's Poetry and Children's Choices*, is characteristic of her written work. Dr. Bamberger speaks frequently on the programs of the Child Study Association.

Kathleen Malone is a young composer of New York City. Luella Palmer, director of kindergartens, New York City, highly recommends the *The Kathleen Malone Book for Home and Kindergarten*. She writes the following to Miss Malone: "The kindergartners are enthusiastic about your book of songs. They say 'We are just crazy about it.' It is filling a great need—that for simple, rhythmical, and pretty songs."

Mary G. Waite, before her present connection with the University of Cincinnati as assistant professor of Education, served as principal of the Fort Worth, Texas, Training School for Teachers, and supervisor of kindergartens in Fort Worth; instructor in Chicago Teachers College; assistant specialist in kindergarten education, United States Bureau of Education; and assistant professor of childhood education, University of Pittsburgh.

Annie Laws, has been president of the Cincinnati Kindergarten Association since 1900 and is corresponding secretary of the Cincinnati Orphans Association. The fact that she is chairman of the Committee of Nineteen of the International Kindergarten Union demonstrates her prominent connection with the Union since its founding. Miss Laws is a charter member and served on the committee which prepared for the organization of the Union in 1892. She was president from 1903 to 1905.

Smiley Blanton is not only lecturer of professional rank at the University of Minnesota and assistant professor of medicine but also director of the Child Guidance Clinic of Minneapolis. He is joint author with Margaret Gray Blanton of *Child Guidance*.

From the Foreign Field

Asili Infantili—Nursery Kindergartens in Italy

ANNIE LAWS, *Chairman of the Tour Committee of the International Kindergarten Union*

The Italian-American Committee for Assistance to Children was instituted in 1919 by the American Red Cross at the close of its work in Italy for the purpose of keeping alive for one more year a number of Asili Infantili founded in the provinces of Lazio, Umbria, and the Abruzzi.

the work after the withdrawal of the Red Cross.

In many of the Comunes, local institutions contributed a large part of the support so that only four Asili situated in very poor Comunes were entirely supported by the committee. This enabled the committee



LEARNING TO WASH HANDS AND BRUSH TEETH AT COLLE DI TORA

It was thought the Government might then continue this very necessary work. Owing, however, to the poverty of the people and the resultant great demands it was found that without the help of the committee most of the Asili would have to be closed. The committee therefore at the end of the year made an appeal to American friends of children and were thus enabled to continue

to institute new Asili in out-of-the-way places and to amplify buildings to better sanitary conditions and make better arrangements for the care of a larger number of children.

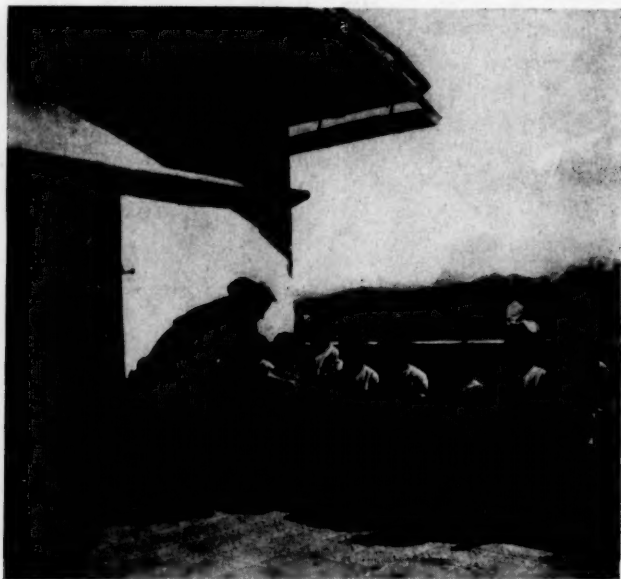
Food supplies left by the Red Cross were distributed where they would do the most good, a summer colony for children was established at Assisi, and in villages where

no pharmacy existed the directors were given a small supply of medicines. Clothing and material also left by the American Red Cross were distributed and at Christmas the supplies of chocolate and other gifts gave so much happiness that through the generosity of friends in Rome the giving of gifts at Christmas time has since been continued.

In 1920-21 the committee instituted two new Asili, repaired buildings and constructed a covered play ground at Forano—used also for the midday meal. In this year six Asili

ance of the committee erected a building which accommodated three hundred children. Alatri and Piglio were also assisted and at Colle di Tora where the directing sisters established a laboratory and other needed accessories the population was almost completely transformed.

The American committee of which Mrs. Drake was president sent supplies of powdered milk which were highly appreciated especially in villages where there were numbers of poor and sick children. At one time



INSPECTION AT ASILO IN SGURGOLA, ABRUZZO

were definitely systematized and turned over to their respective Comunes. The following year seven new Asili were instituted and to a poor isolated village in the Abruzzi mountains a capable woman was sent to teach the children who had been completely neglected. She became to them a veritable mother. At the end of this year four Asili were turned over to the Comunal authorities.

After the earthquake of 1915 the Asilo of Avezzano was completely demolished. The Comune conceded ground and with the assist-

ance when special gifts of woolen scarfs, socks, and caps were distributed, Queen Elena sent fifty beautiful scarfs which she had made.

The committee having witnessed and experienced the amount of good accomplished in so many of the small villages feels that it is a work worthy of generous support from all lovers of children. Elizabeth Woodruff, one of the committee, writes the following:

"An account of one of my numerous expeditions to the mountain villages may be of interest to you. It would have been a

pleasure to have had with me on this twelve hour excursion some of those who have contributed generously to our Asili or nursery kindergartens.

We drive up through the woods above the lakes of Albano and Nemi and on to Villettri through banks draped in yellow broom and scarlet poppies, a gay coloring in harmony with the song of birds among the grain fields. From Villettri down to the flat green Pontine marshes. As we go we catch glimpses of thatched cottages among the vineyards and truck gardens—such unhealthy homes but so numerous in these marshes. Here and there are low oval or round huts of stone, a thatched roof coming almost to the ground, one door gives light and air, no window, no chimneys; bewitching, however, from a picture point of view.

Gradually as the narrow white road rises in loops on the gray mountain we approach Piperno, the ancient Priverum which now crowns a round elevation set in a rich fringe of olive trees. The Piazza Grande has two really fine buildings and a fountain. The Duomo or Gothic edifice built in 1283 contains in a shrine the skull of St. Thomas Aquinas. The Municipio is a more severe building with pointed windows and a clock tower. The fountain has columns like a small temple and a curious group of animals on the top of the sloping roof. Women are filling coffee pots and jugs from its ample basin.

The Asilo is outside the south gate of Piperno and occupies the whole of an old monastery. Although it has been a long time in process it is not yet completely finished.

There is an iron gate which three little girls climb like lizzards and, beating with stones to announce we seek admittance, cry loudly, "Signorina Teresa!" There floats out to us the sound of children singing and in a few moments we are admitted and a fine looking young woman in a long blue blouse apron comes forward followed by a dozen curly headed babies. They had been playing a round kindergarten game in the long

central hall. That Froebel's plays should be resounding in this old monastery did not at the moment seem strange, only now that I am home the quaintness of it strikes me.

A long corridor has rooms opening on either side used for various purposes. I see portraits of the King and Queen of Italy, of Woodrow Wilson, the Italian and American flags, and a small framed notice which translated reads, "Free lunches for the children of soldiers given by the American Red Cross." A relic of war days when the American Red Cross was helping to keep the home fires burning by nourishing the children. In the wide hall is a handsome white marble tablet about five feet high with this inscription by Fansto Salvatore which I translate literally so as to give you its true flavor:

"In imperishable remembrance of the deeds for human fraternity austere fulfilled by the Red Cross of the United States of America in the tragic days when atrocious death extinguished many dear lives in the cities, villages, and lands of Italy, while on the battle front the regiments of victory stained with blood the tri-color of the Patria—the town of Piperno and the district wish sculptured in marble the gratitude which lives in their hearts.

The year of victory—1918

Third year of the holy war of liberation.'

This tells the story better than I can. The help of America to these war saddened people never seemed to me more touchingly manifest. You can get in Washington the brief pamphlet called "What the Red Cross did for Italy," but it will not move you to choke back the tears, to wipe your eyes, as this inscription does.

The voice of the cheery teacher supplements the words in the tablet, "Oh Signorina, in those days we had soup served in great receptacles in the kitchen and long lines of people waiting to be fed. Now we have only three hundred and thirty-four children and yet hardly means to keep them nourished. The village is in debt, we are way behind in salaries, we have had to give up

some of our teachers—we have nothing ourselves to advance except all our time!"

We go on to Fossanova for luncheon which we eat in a pasture across from the Abbey's enclosure. The great Abbey is called the earliest example of Italian Gothic having been built in 1187 and consecrated with a large and magnificent banquet in 1208 by Pope Innocent III and his entire suite. The Cistercian monks have left it because of malaria.

We are allowed to wander through the exquisite cloisters alone but for a tiny child in blue who follows us, a strangely mature and poised little maiden. We are shown the stone under which St. Thomas Aquinas was buried—he died at Fossanova in 1278 while on his way to the Council of Lyons. The cloister was once washed over in pink but wind and rain have toned it to delicate shades of ivory, rose, and creamy yellow. The small columns are all different; fluted, twisted, and ornamented with varied sculptures. The garden, with box hedges and flowers, orange and lemon trees, is one of the most homelike and beautiful cloister gardens I have ever seen. The large church is bare according to Cistercian rules and has no sculptured statues or paintings. The silence is one of serenity and peace rather than of desertion or decay.

Fossanova being midway between Naples and Rome was an important stop for Crusaders and Pilgrims who were cared for in the Hospice and hospital, towards the maintenance of which Pope Alexander gave a large sum in 1256. There is no village now, the few peasants live within the Abbey enclosure. All bespeaks a life long lived, long spent with praise to God and service to man in a distant day of mediaeval asceticism.

As I cross to the willow shaded garden of the Asilo, I wonder if our way of helping others will leave any monument as enduring, as sublimely beautiful as this Abbey. I fear not.

At the Asilo I find only two nuns to welcome me, as the Mother Superior is ill. The nuns are dressed neatly in blue with

wide, floppy starched headgear. Their only plea is that we send antiseptics, disinfectants, insect powders, and salves. The nearest doctor comes from a distant village and the care of the poor peasants from the farms and huts of the surrounding country comes upon them. Malaria fever is the scourge of this district. How I wish for a special fund for this kind of supply!

I go over the low wooden beamed rooms, examine furniture and supplies, and find everything scrupulously neat and clean. As I say goodbye to these lonely sisters I cannot but feel that theirs is the true life of sacrifice. Leaving Fossanova we turn northward again, cross the valley, and begin ascent into the mountains. Lower heights are topped by gray stone villages to some of which the only means of approach is by mule path. Fortunately our motor can pull us up to Roccagorga and land us in the piazza—a very odd oval with two semi-circular flights of steps, leading up to a church at either end. Beneath in the curve of either stairway is a fountain.

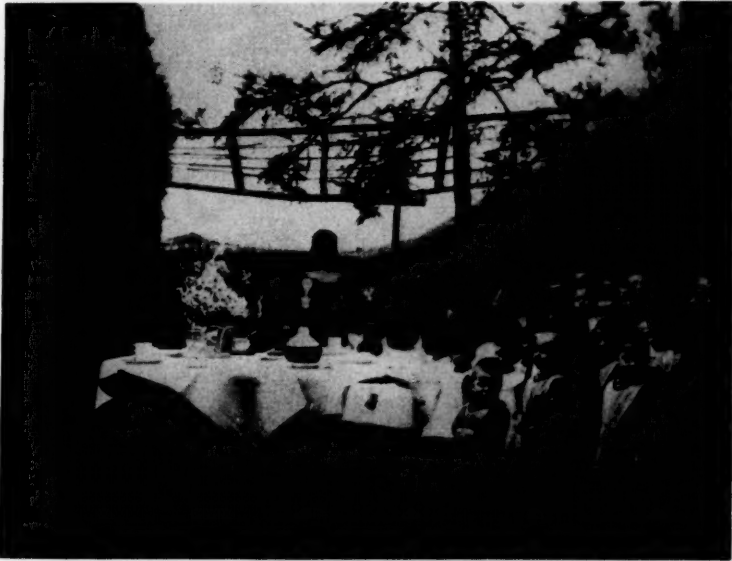
I climb one flight and enter a dark, unattractive house—then two more flights of steps, dark and narrow, not fit for the feet of little children; however, it is not so bad when you finally reach the upper story. The building was given by Prince Doria. The teacher is away for the day so I interview the fat peasant woman who lives in the building as caretaker, inspect the rooms, material, etc., discuss the health of the children and the general management.

Roccagorga seems to me rather a serious proposition in many ways and as I listen to details of conditions I promise myself to return at no very distant day.

As we go down to the automobile together the parting injunction is, 'You must come to a festa and see how original our piazza is: the procession leaves that church, comes down the stairway, crosses the piazza and comes up these stairs to our church all singing the *bellezza*!' This is one of the poorest, most squalid little villages I have ever seen and yet this native loves it as we all do our



CHRISTMAS DOLLS FROM THE U. S. A. AND BABIES OF ASILO AT MONTEROSI



MRS. CLARA HOUSTON MILLER OF PHILADELPHIA AND WAR ORPHANS SHE
SUPPORTS AT ROCCA DI PAPA



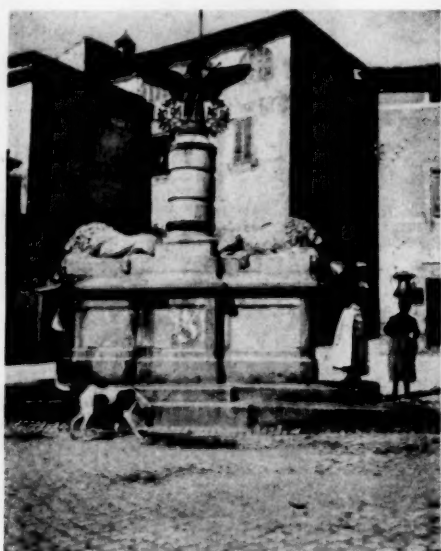
HOUSE IN A VILLAGE—CHARACTERISTIC ENVIRONMENT OF ASILO CHILDREN



HUT IN THE PONTINE MARSHES—HOME OF ASILO CHILDREN



MOTHERS OF ASILO BABIES SQUATTING ON THE STEPS



DRAWING WATER AT SEZZE WHERE THERE IS NO WATER IN THE HOUSES

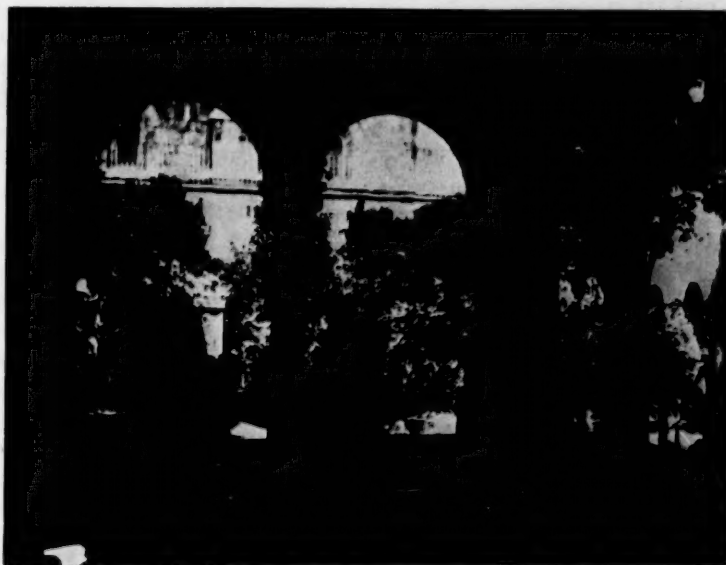
homes. Blessed law of compensation, is it not?

I leave by another gate and come down a lovely winding lane to make another short call at the colony of the war orphans. The directors, teachers, and cook are all out in the grove beside the school, the new fountain is put in play for me and I am given more flowers than I can carry. All are equally effusive in their welcome and in their parting. The cook had lived for some years in eastern Pennsylvania and says in his best English of which he is very proud, 'So long!'

it should be, order, cleanliness, freshness. There are no complaints. The nuns are numerous and very efficient. They wear black with close fluted white caps covered by another black bonnet with a veil. We go through many rooms, all airy and nice, and I breathe more freely realizing that Sezze bids fair to prosper.

Instead of returning by the Pontine marshes we take the advice of Sezze's first citizen, and on leaving strike into the hills.

Our three hour drive to Frascati is most picturesque—through lovely chestnut for-



FOSSANOVA'S SHADY CLOISTERS

We climb to the Comunal School to see my small protégé, Luigi Capponi, whom I brought here two years ago from a small village north of Rome. I find him in a hall with a teacher and a multitude of boys who all press around to hear the few words I have to say to Luigi. We descend the narrow street and find the entire population of Sezze sitting out of doors sewing, knitting, carpentering, beating copper, paring vegetables, smoking, sleeping, gossiping. From there we proceed to the Asilo where all is as

ests with gigantic trees in fragment bloom, past the Gothic Abbey of Valvisciolo, past Ninfa, on and on rising gradually to the glades of Velletri where it is so cold we put on wraps, through the crowded streets of Genzano and finally we enter Ariccia.

The Villa Aldobrandini just at dark with Piperno, Fossanova, Roccagorga, Sezze to be dreamed of and more than that to be helped by those of us who have assumed a duty towards them and are their friends and lovers."

The Reading Table

*The Tired Child*¹

The Tired Child by Max and Grete Seham is a well written book, well bound, and with large print. It contains a foreword by the famous pediatrician, Isaac. A. Abt. The book is divided into three parts. Part I discusses the fundamental principles underlying work and fatigue. Part II discusses fatigue and the factors associated with it. Part III discusses prevention and management of chronic fatigue. The book is very well arranged. There are thirty-one chapters, but the chapters are short and the material is well presented in a very interesting way.

This is one of the most notable books that has appeared on the training and care of children. The authors break away from the old conventional medical viewpoint that considers only the sick child, and emphasize the fact that parents must consider the child's constitutional make-up and his physiological limitations.

Chapter I, *The Normal Child*, is very illuminating. Few people, say the authors, take the trouble to think what they mean when they say "a normal child," but it is very important that parents consider just what the child's physical and mental possibilities are before they can give him the right training. It is very necessary to determine just what the child's mind is capable of at the various ages, his capacity for attention and for emotional response, and just what attracts and holds his interest. Then, too, it is necessary to understand just what his body is capable of, his muscles and his nerves. All these points are discussed in the first part of the book.

¹By Max and Grete Seham. J. B. Lippincott Company, Philadelphia, Pa.

The authors emphasize the fact that modern civilization is very hard on the growing child. As they so well put it:

"Our children of today are suffering from an excess of emotionalism. The constant irritation and stimulation through artificial living gradually and insidiously bore into their bodily vigor and break down their nervous stability. As early as infancy loud sounds, bright lights, incessant handling and manipulating by relatives and friends are only a few of the dangers infants are constantly exposed to. Our cities are a howling, clanging, banging, roaring bedlam of jarring, nerve-wrecking hubbub. Most of it is unnecessary. . . . A nervous environment which nags at a child every hour of the day, which throws at him its do's and don'ts at opportune and inopportune moments, inevitably produces nervous disorders. Once a child senses that he is tossed about between the Scylla of emotional unbalance and the Charybdis of sentimental affection he will develop repressions, blocks, and complexes."

The authors do not subscribe to the old, outworn theory of dualism which separates mind and body. They emphasize the fact that mind and body cannot be separated. They say:

"Lest there be any misunderstanding, we wish to emphasize at the outset that we believe that the mind and the body must be given equal opportunity for development. We cannot overtax one to serve the other. Educators have been prone to confine their practices to the mind and to frown down the body. Physicians have been disposed to view the child solely as a physical being. If a child cried because of ill-temper the doctor would treat his stomach. If an in-

fant gave vent to his emotions, teething was accepted as the cause. Whether a smile or a frown, it was translated into terms of physical reaction. Health is a harmonious adaptation of all the functions of the body in all of its relations. Body and mind are inseparable from each other. Matter and thoughts are parts of one. When we can separate light and illumination, life and breath, then will it be conceivable that the intellect may renounce its own double."

It must be apparent to those who read *The Tired Child* that the causes of fatigue are not simple. Although physical factors often cause fatigue, more often emotional strain is the cause. The authors say:

"The more one studies fatigue in children the more clearly stands out the part the emotional life plays in the causation of chronic subefficiency. In the child the threshold of resistance to emotional stim-

uli lies on a much lower level than in the adult. . . ."

One of the most interesting chapters is the last chapter of the book, "Mental Hygiene." The authors sum up, clearly and simply, the very latest findings in mental hygiene. They point out the influence of parents in modifying the child's life and give examples of the various ways in which the parents can influence the environment for better or worse. The vain, ambitious parent, the over-solicitous parent, the tired parent—all need to modify their attitude if they are to create the right atmosphere for the child. This book embodies the very latest findings in psychology and medicine in the causation of fatigue.

The Tired Child will be helpful to all parents who are interested in creating the very best environment for their children.
—SMILEY BLANTON, *University of Minnesota, Minneapolis, Minnesota.*

*Rhythmic Sketches for the Kindergarten*¹

Rhythmic Sketches for the Kindergarten is a small paper bound volume of very simple music for marching, slow walking, skipping, skating, swinging, running, and galloping. In it is found music for dancing

a simple heel-and-toe, music for a May-pole dance, Indian dances, a clown dance, a dancing doll, and music which suggests the ringing of Christmas bells. Each selection is four phrases in length, has a pleasing tune and is pronounced in rhythm. This book will, no doubt, fill a great need in kindergartens where the pianistic ability of the teacher is limited.—MABELLE GLENN, *Director of Music, Kansas City, Mo.*

¹ By Ruth Cawthorne Vesper. Neville-Marple Music Company, Los Angeles, California.

*My Book*¹

Nineteen nonsense rhymes are offered to stimulate a child's sense of humor and to provide a pleasurable method of learning to read. Words are to be cut out, ar-

ranged in rhymes, mounted and illustrated in the book. A vocabulary may be developed of 66 words, 31 of which are in the first 500 of Thorndike's Word List and 16 in the second 500. The method of presenting the material to children is described.
—MARY DABNEY DAVIS, *Washington, D. C.*

¹ By Lucile Allard. Published by the Flatbush School, Brooklyn, N. Y.

Among the Magazines

Educators will have unusual interest in the January-February-March number of *PROGRESSIVE EDUCATION*, with its special theme, Creative Expression Through Music. This is handled in the same manner as the earlier number, *Creative Expression Through Art*, which is now available in book form. There are twelve articles, running the gamut from, *A General View of Music Education for Children*, by Thomas Whitney Surette, through practical expositions of several experiments with children in the making of musical instruments, in rhythms, in teaching of instrumental music, in the development of original songs, and so on, ending with an article by Calvin B. Cady on *Functions of the Creative Principle in Music*. It contains also a bibliography on music. It is thus of great practical value for all those whose special interest is musical education. But it is much more than that, for it shows clearly that music is only one medium and that all the principles valid in its use are equally valid in any form of education directed toward creative development.

Certainly no one will agree entirely with every point of view presented, indeed the writers do not wholly agree with each other, but in general they give a stimulating picture of the present educational attitude—at least among progressive educators. We will quote briefly from some of the authors, not with any idea of reviewing the material as a whole, but rather with the hope of stimulating a study of it.

Mr. Surette defines what real creativity is. He thinks that we may easily over-stress the importance of actual musical compositions made by children. He says, "Is creative expression so narrow a term after all? Is it confined to inventive activity either of mind or hands?" He answers that it is not by saying, "A-child in a group singing happily a beautiful song into which he throws his whole being is creative in the

best sense of the word; a child sitting listening intently to a beautiful composition is creative in proportion to his capacity to feel vividly, to hear accurately, and to think the music with the composer."

Mr. Surette's well-known interest in the use of folk-music with children will lead us to expect his warm eulogy of it, but we will none the less enjoy it. He says folk-songs should be used, "because we are certain about them; they have survived centuries of use, have been incorporated by great composers in their works, and are acknowledged by musicians generally; because also they were conceived by simple people in terms of their own childlike feelings, thoughts, and aspirations; because they exist independent of all modern diffusion, confusion, and sophistry; and finally because they are, as works of art, quite perfect."

Mr. Surette's finds also in music a possible antidote for our present unrest. He suggests—"The home is the place to start music. As far as I am able to observe few families sing together. Did they do so they would pretty certainly be better off as individuals and as a family. What a solvent it might be in family life! It would be especially valuable to the little children. Could they but sing just before going to bed, learning almost in infancy some beautiful folk-songs, would not some hidden alchemy take place? Some exquisite harmony of the whole being?"

And finally he urges upon school people the acceptance of music "as on a par with any other school subject." It is perhaps more effective than any other subject in that "the whole school can take part at once while at the same time creating something beautiful."

Mr. Surette rather questions the making of musical instruments as a part of musical training for children. He recognizes that such activity may be "a delightful accom-

plishment in manual training and does stimulate interest in music." However he doubts whether any of the precious time allotted to music should be diverted in this direction.

Satis N. Coleman in *Creative Experience Through Making Musical Instruments* gives an illuminating picture of the effect on the children's musical intelligence of such activity. Mrs. Coleman's work has been done in her own studio and in the Lincoln School of Teachers College, New York City, and she outlines adequately what she has done. She says of it,—
"The thrill of successful accomplishment in instrument-making stimulates other creative work to a remarkable degree." As an argument for the making of instruments by the children and their use by very young children she has this to say, "One's real developmental always comes from experience. We must handle the material and make the sounds ourselves to be musical."

She speaks of the difficulties of the instruments commonly used—the piano and the violin—and says of the child, "he needs to play while he is yet too young for the difficult instruments. Psychologists attach much importance to the influences of the first six or eight years of the child's life, for during that time is shaped the pattern for many of his emotional reactions. These influences determine—more than we like to think—the things that will move him most and stimu-

late him most; they determine his mental habits, and his attitude towards things. This is the time to form mental habits of musical expression, to establish associations, and give experiences that will link up with other fundamental experiences, to make music something vital and tangible for him, and a helpful resource throughout life."

She says further, "the type of work described here is not a 'method' or 'system.' It is rather a point of view, an attitude, a philosophy, if you please, of music education which attaches great importance to the teaching of music to children, but is more concerned with the growth of children." From this point of view it follows naturally as a conclusion that we should

"offer all children—whether talented or not—the opportunity to share in joyous creative experiences that lead to habits of creative work."

Norval Church in an article, *Teaching Instrumental*

Music Through Music, shows how a school band or orchestra may be built on the fundamental principle of progressive education—learning through doing. He says, "We place the function ahead of the technic and let the child acquire the technic as the need of it arises while playing in the band or orchestra." And he shows concretely how it is done.

Ellen W. Steele in *Creative Music in The Group Life* makes a plea for the same approach to children in musical experience that

PROGRESSIVE EDUCATION

A General View of Music Education for Children

A child sitting listening intently to a beautiful composition is creative in proportion to his capacity to feel vividly, to hear accurately, and to think the music with the composer.

Thomas Whitney Surette

Creative Experience Through Instrument Making

One's real development always comes from experience. We must handle the material and make the sounds ourselves to be musical.

Satis N. Coleman

KALENDS

Survey of 29,000 readers of the Journal of the American Association of University Women

Marriage and teaching—principal occupations, 42% being engaged in each. 72% of those who are married have children.

we have learned to make in painting, that of "letting the children be free." She says, "In music we do not dream yet what may be the result if we assume the same attitude that we now have in art—the idea that the children may have something to say in their own idiom."

The dangers inherent in overexalting any one aspect of life are not forgotten in this rich presentation of music, nor the necessity for discipline in the development of the creative impulse. Katherine K. Davis has this to say of the creation of original songs, "This work seems to be valuable only as a means—not an end. Too much of it would take up time that could be spent in singing far better music; and might furthermore give a child the impression that music centered in him, when he should be learning to lose himself in it. But a little of it serves to make vivid in a new way the necessity for structure, contrast, and repetition, and the relation between poetry and music in rhythm and spirit. It is also valuable as a means of teaching notation and it is a sure way to find out how a child's taste is developing. When children invent music in healthy folk-song style, untinged by cheap Sunday School songs or sentimental piano pieces, they are on the road that leads to Haydn, Mozart, Beethoven, Brahms, and Bach chamber-music and symphonies, a world where they may find lifelong solace and delight. Perhaps the best proof of good taste, in this instance, was given by the children's own recognition of the fact that these tunes of theirs, though they were good fun to make, were not so satisfying to sing as "Hark, Hark, the Lark" or "The Skye Boat Song."

THE KALENDS, the house magazine of The Williams & Wilkins Company gives in its January number a report of an interesting study recently made by it. The publication of the Journal of the American Association of University Women has recently been taken over by this firm. Feeling that a survey of its twenty-nine thousand

readers should disclose some interesting facts, such a survey was planned and carried through. Nine hundred and sixty-seven questionnaires were mailed to a list selected at random, the number in each state following the proportionate circulation of the journal. Thirty-seven per cent were answered. These disclosed that marriage and teaching are the principal occupations of these college women, forty-two per cent being engaged in each. Seventy-two per cent of those who are married have children. Business and professions other than teaching engage twenty-three per cent, and include lawyers, physicians, writers, executives, interior decorators, tea room managers, real estate operators, and librarians. The report says that many who are married retain their employment, but gives no figures. This might be very interesting material on the very real problem that confronts women today, of the relative worth of marriage and other careers and their relationships. The study tells us that American college women are as great joiners as the American business man is popularly supposed to be. More than eighty-three per cent are members of women's clubs and organizations other than the one represented in the study. More than seventy per cent report interest in good books, and spend on the average thirty-eight dollars a year on them. Other questions deal with interest in travel, other general interests and hobbies. The article concludes, "The college and university trained woman proves to be just as feminine as the average woman, and yet her training develops her interest in broadening and cultural activities."

One often hears in refutation of the advantages of early training, "Look how ministers sons usually turn out." The LITERARY DIGEST of February fourth comes to the front to combat this widespread fallacy. Under the title, *What to Expect of a Minister's Son*, it ascribes to "Mrs. Grundy and her numerous family" the

belief that he will come to a bad end. It tells of the address recently given in Chicago by Bishop Edwin Holt Hughes of the Methodist Episcopal Church to the Society of Ministers' Sons and Daughters. He says "Emphasis in a preacher's home is not placed on commercial success," but he cites seven men eminent for their business success, who are ministers' sons, and gives the following pertinent statistics—three of the six largest state universities, three of the six best known women's colleges and the two greatest Baptist colleges are headed by ministers' children. There is also a long list of them, successful in art, literature, politics, statesmanship, newspaper and magazine work, in poetry, science, and invention. The first Atlantic cable was laid by one, and the Wright brothers of air-

plane fame belong to this group, as well as Morse, the inventor of the telegraph.

The St. Louis Globe Democrat is also quoted with some facts from "Who's Who" which show that of all persons in its 1922-1923 edition of this work one hundred and fifteen were preachers' sons. The census shows that preachers were but half of one per cent of all men at this time, so that clergymen fathered twenty-eight times the average number of notables. From this it deduces, "In winning conspicuous success and distinction they (clergymen's sons) have done better than a great many other sons and it is about time that the fallacy that they are ne'er-do-wells was squelched." Shall not those who are devoted to early education take heart from this endorsement of the value of early influences?

—ELLA RUTH BOYCE.

Kindergarten-Primary Department N.E.A. Announces Plans for Summer Session

Julia L. Hahn of San Francisco, California, president of the Department of Kindergarten-Primary Education of the National Education Association, has announced tentative plans for the sessions of the department to be held in Seattle, Washington, the fifth and sixth of July.

The theme of the first session will be *A Unified Course of Study for Children from Four to Eight Years of Age* dealing with it from the standpoints of interests and activities, materials and equipment, organization and outcomes. At the second session the theme for discussion will be *The Three Steps in the Development of the Young Child: the Nursery School, the Kindergarten, and the Primary Grades.*

There will also be a luncheon meeting on July seventh with Helen M. Reynolds, director of kindergarten-primary grades in Seattle, in charge. Luncheon tickets are \$2 each. Secure them from Miss Reynolds, 850 Central Building, Seattle, Washington.

George J. Baldwin

The death of George J. Baldwin means to Savannah, Georgia the loss of a leader in civic improvement and human betterment. The loss is not confined to Savannah for Mr. Baldwin's interests were nationwide.

The International Kindergarten Union knows him best as chief promoter of kindergarten interests in Savannah. With his two sisters he founded the Kate Baldwin Free Kindergarten Association in memory of his mother. He served as president of the organization since its founding in 1899. In the same year the first Kate Baldwin Free Kindergarten was established and a normal department for the training of young women as kindergartners was begun. It was Mr. Baldwin's intention to create a fund for the maintenance of one memorial kindergarten only, with a supervisor in charge. Through it he hoped to demonstrate the value of such education for children before the school age, and to have the kindergarten eventually incorporated in the public school system. By 1903 six kindergartens had been established. The kindergartens continued to be supported by private philanthropy. From another Kate Baldwin Free Kindergarten beginning in a rented room grew the beautiful building recently erected by Mr. Baldwin at Houston and York streets, one of the most generous gifts ever made to the city of Savannah by an individual and the largest gift ever made to education in that city. For years Mr. Baldwin had cherished the hope of building this kindergarten as a demonstration of his belief in kindergarten education and as a permanent memorial to his mother. He decided last spring that he was ready to undertake this project. The building was begun last summer, and on his return to the city in the fall, he saw the completed work.

It must have been a satisfaction to Mr. Baldwin to see the completion of this splendid edifice and more of a satisfaction to realize that it is but a unit in the growth of the kindergarten movement; that his beautiful building is a corner stone on which others, following his inspiration and example, may continue to build.
